DOCUMENT RESUME

ED 023 478 PS 001 292

By-Peters, Donald L.; Stein, Nancy L.

San Mateo County Human Resources Commission Project Head Start - Summer 1966. An Evaluational Report.

San Mateo County Human Resources Commission, Redwood City, Calif.

Spons Agency-Office of Economic Opportunity, Washington, D.C.

Pub Date 66

Note-214p.

EDRS Price MF-$1.00 HC-$10.80

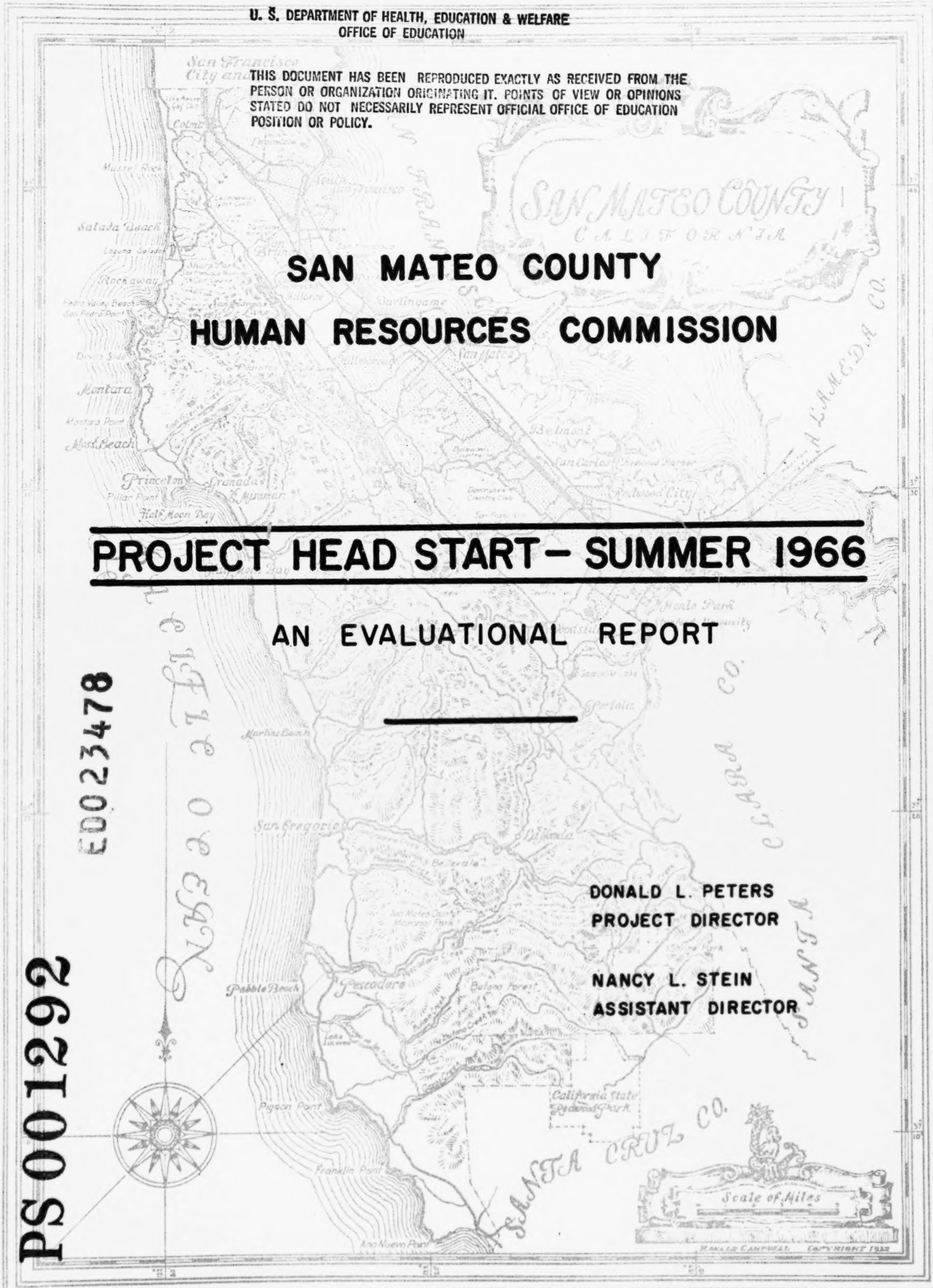
Descriptors-*Compensatory Education Programs, Educational Programs, Enrichment Programs, Manuals, Preschool Children, Preschool Programs, Program Administration, *Program Descriptions, Program Design, *Program Evaluation, *Program Guides, *Program Planning, Resource Guides

Identifiers-California, *Project Headstart, San Mateo County

This handbook is a response to the information problems that may arise in the planning of a Head Start program. It is especially designed for use in San Mateo County, California. It purports to bring together an explanation of the requirements for Head Start programs and suggests how these requirements might best be met with the resources available. Part one of the handbook provides information concerning the requirements of the Office of Economic Opportunity for the conduct of Head Start programs and a review of some of the activities carried on in behalf of the 1966 summer program in San Mateo County. Part one is subdivided into five chapters: (1) Introduction, (2) Administration, (3) The People of the Program, (4) Other Aspects of Head Start, and (5) Parent Participation. Part two presents the background and results of the comparative and evaluational studies of the overall San Mateo County Head Start program. Several different theories of preschool education were experimented with during the program. The evaluation tells about the gains of the program. Part two is divided into three chapters: (6) Evaluation Measures, (7) Evaluation, and (8) Comparative Study. Appendix A provides a bibliography of preschool education; Appendix B, some sample forms used to collect information on the Head Start children; and Appendix C, some additional statistical tables. (WD)

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.


San Francisco City and
SAN MATEO COUNTY
CALIFORNIA
Salada Beach
Rockaway
Montara
Moss Beach
Princeton
Granada
Half Moon Bay
Burlingame
San Mateo
Belmont
San Carlos
Redwood City
Menlo Park
Portola
San Gregorio
La Honda
Pescadero
Pebble Beach
Pigeon Point
Franklin Point
Ano Nuevo Point
ALAMEDA CO.
SANTA CLARA CO.
SANTA CRUZ CO.
California State Redwood Park
Scale of Miles

SAN MATEO COUNTY
HUMAN RESOURCES COMMISSION

PROJECT HEAD START – SUMMER 1966

AN EVALUATIONAL REPORT

DONALD L. PETERS
PROJECT DIRECTOR

NANCY L. STEIN
ASSISTANT DIRECTOR

ED023478
PS001292

SAN MATEO COUNTY
HUMAN RESOURCES COMMISSION

PROJECT HEAD START - SUMMER 1966

An Evaluational Report

Donald L. Peters
Project Director

Nancy L. Stein
Assistant Director

PREFACE

ABOUT THIS HANDBOOK

Early in the planning phase for San Mateo County's Head Start programs for 1966, it was realized that in the past, and for many reasons, the planning of programs has taken place under a great deal of pressure for time. Additionally, those often involved in the planning have not had immediate experience in the preparation of such programs or in dealings with the Office of Economic Opportunity. While no certain remedy for this situation is entirely obvious, it was felt that some of the planning might be facilitated, and the discontinuity from year to year reduced, by providing a concise reference source which would bring together an explanation of the requirements for the program and suggestions of how they might best be met within the resources available within this county.

Toward this end, Part One of this handbook provides information concerning the requirements of the Office of Economic Opportunity for the conduct of Head Start programs accompanied by a review of some of the things done during this summer. The information provided comes from a large number of varied sources. Information helpful along these lines was solicited from virtually everyone concerned with the 1966 Head Start programs. This information was furnished either in writing or through the many conversations that the authors have had with the directors, teachers and aides in the program. Information was sought through home interviews with a sampling of the parents of children enrolled in the summer Head Starts and from chats with parents at evening meetings or while they were helping or observing in the classrooms. The staff of the Human Resources Commission, O. E. O. officials and consultants, and interested bystanders all proved helpful.

A number of Office of Economic Opportunity publications were used to seek out the scope of the requirements and ideals held for Head Start in official circles.

The topics treated are not all-inclusive, but they are considered of major concern. They are the ones which should be given careful consideration during the advanced planning stages of future projects. Each topic has been treated in a similar manner. The general requirements of the program are set forth in a brief manner, followed by a synthesized version of the information received from the above mentioned sources in a manner that is hoped will prove of value for those involved in Head Start in the future.

While at times the material presented is repetitive of that in other sources, the primary purpose was to bring the pertinent information together in a single, readily available publication which was geared specifically to the local needs and resources of the county.

Part Two endeavors to place the outcomes of this year's programs in an objective perspective. The background and results of the comparative and evaluative studies are presented. The comparative study seeks to get at the differential effects of three types of programs based on slightly different theories of preschool education. The observed differences between the programs are drawn and group differences in the children are studied along a number of measures. The results as presented are statistical in nature and the inferences drawn are restricted to only those demanded by the data. The reader will undoubtedly feel the personal necessity of drawing his own conclusions in light of his own theoretical and experiential background.

The evaluative study provides a reasonably objective means of viewing the gains of the summer Head Start. The data are presented in such a way that they may be made meaningful to the individual programs involved with a minimum of extrapolation and interpretation.

Appendix A provides a bibliography of preschool literature. It is not to be taken as either comprehensive or exhaustive. The field of preschool education has been one of the most prolific in educational circles, and yet, it is one where there is much room for the "last word" to be said. The articles included are meant only to be helpful to those interested in the field of preschool education with emphasis on the disadvantaged child. No attempt has been made to include a reference list of materials and books suitable to the preschool age group child.

The authors would like to express their appreciation to the many people whose cooperation has made this work possible. The forebearance of the teachers and program directors was exceptional. The prompt cooperation in filling out the many forms and questionnaires, the ready accessibility and patience shown by all, has been outstanding.

This research project financed under

Office of Economic Opportunity Grant

CAL CAP 67-7069

to

San Mateo County Human Resources Commission

590 Hamilton Street

Redwood City, California

TABLE OF CONTENTS

PREFACE i

PART ONE - ABOUT HEAD START

CHAPTER ONE: Introduction

1.1 Why Head Start? 1-1
1.2 Head Start 1966 1-3
1.3 The Need 1-5
1.4 The Goals 1-7

CHAPTER TWO: Administration

2.1 Office of Economic Opportunity Guidelines 2-1
2.2 Non-discrimination Conditions 2-1
2.3 Funding 2-2
2.4 Other Sources of Funding 2-3
2.5 Transportation 2-6

CHAPTER THREE: The People of the Program

3.1 Recruitment of the Children 3-1
3.2 The Teacher 3-7
3.3 Teachers' Assistants 3-8
3.4 Volunteers 3-10
3.5 Other Personnel 3-13
3.6 Staff Organization 3-14
3.7 In-service Training 3-15

CHAPTER FOUR: Other Aspects of Head Start

4.1 General 4-1
4.2 Social Services 4-2
4.3 Medical 4-5
4.4 Casey Bill 4-7

CHAPTER FIVE: Parent Participation

5.1 Advanced Planning 5-1
5.2 Goals 5-2
5.3 The Parents' View 5-3
5.4 The Staff's View of Parent Programs 5-7

PART TWO - RESEARCH AND EVALUATION

CHAPTER SIX: Evaluation Measures

6.1 Background 6-1
6.2 The Measures Used 6-8
6.3 Individual Measures 6-11
6.4 Administration of the Individual Measures 6-19
6.5 Reliability 6-20
6.6 The Behavior Observation Instrument 6-21
6.7 Behavior Category Definitions 6-22
6.8 Observer Agreement 6-25
6.9 The Teacher's Evaluation of the Child 6-27
6.10 The Interrelation of the Measures 6-29
6.11 Summary 6-34

CHAPTER SEVEN: Evaluation

7.1 Non-technical Abstract 7-1
7.2 The Sample 7-1
7.3 Individual Measures 7-3
7.4 Behavior Observations 7-11
7.5 Teacher's Evaluation of the Child 7-16
7.6 Gains in Relation to Age 7-25
7.7 The Effects of Parent Involvement 7-27
7.8 Discussion and Conclusions 7-29

CHAPTER EIGHT: Comparative Study

8.1 Introduction 8-1
8.2 Results 8-5
8.3 Discussion 8-9
8.4 Summary and Conclusions 8-13

APPENDIX A: Bibliography of Preschool Education A-1

APPENDIX B: Sample Forms B-1

APPENDIX C: Additional Tables C-1

LIST OF TABLES

Table		Page
6.1	EVALUATION MEASURES	6-10
6.2	INTERCORRELATION OF INDIVIDUAL MEASURES	6-14
6.3	COEFFICIENTS OF STABILITY	6-21
6.4	INTER-OBSERVER AGREEMENT	6-26
6.5	VERBAL ABILITY	6-31
7.1	PERCENTAGE ETHNIC DISTRIBUTION OF SUBJECTS	7-2
7.2	COMPARISON OF PRETEST AND POSTTEST FOR INDIVIDUAL MEASURES	7-4
7.3	HEAD START - CONTROL GROUP 1	7-8
7.4	HEAD START - CONTROL GROUP 2	7-10
7.5	OBSERVED BEHAVIOR CHANGE - Laurel School	7-12
7.6	OBSERVED BEHAVIOR CHANGE - Parents' Nursery	7-15
7.7	SAN MATEO COUNTY HEAD START - Teacher's Evaluation of the Child	7-20
7.8	TEACHER EVALUATION OF HEAD START VS NON-HEAD START CHILDREN	7-25
7.9	AGE/GAIN COMPARISON	7-26
7.10	PARENT PARTICIPATION LEVEL COMPARISON	7-28
C-1	INTERCORRELATION OF THE MEASURES	C-1
C-2	REDWOOD CITY ELEMENTARY SCHOOL DISTRICT - Teacher's Evaluation of the Child	C-7
C-3	SAN MATEO CITY ELEMENTARY SCHOOL DISTRICT -Teacher's Evaluation of the Child	C-8
C-4	SAN MATEO PARENTS' NURSERY SCHOOL - Teacher's Evaluation of the Child	C-9

Table		Page
C-5	ST. FRANCIS OF ASSISI - Teacher's Evaluation of the Child	C-10
C-6	JEFFERSON ELEMENTARY SCHOOL DISTRICT - Teacher's Evaluation of the Child	C-11
C-7	SAN BRUNO ELEMENTARY SCHOOL DISTRICT - Teacher's Evaluation of the Child	C-12
C-8	LAGUNA SALADA UNION SCHOOL DISTRICT - Teacher's Evaluation of the Child	C-13
C-9	MEAN NUMBER OF MORPHEMES PER UTTERANCE	C-14
C-10	SOCIAL MOTIVE	C-14
C-11	ROUTINE COMPLIANCE	C-15
C-12	EXPANSIVE MOTILITY	C-15
C-13	SEEK SUPPORT - TOTAL	C-16
C-14	ACTIVE INTERCHANGE	C-16
C-15	CONFIDENT VERBALIZATIONS TO TEACHER	C-17

PART ONE

ABOUT HEAD START

CHAPTER ONE

INTRODUCTION

1.1 WHY HEAD START ?

1.2 HEAD START 1966

1.3 THE NEED

1.4 THE GOALS

INTRODUCTION

1.1 WHY HEAD START ?

Children living in poverty are subject to serious risks to their health, education, and welfare. Poverty has its impact upon a child from the time of conception. During the preschool years the toll becomes more apparent. Care of health is usually inadequate, immunizations are non-existent or incomplete, and severe medical problems may go uncorrected, thus handicapping the child when he enters school.

In addition to physical problems, children of the poor often show learning and adjustment difficulties as they approach school age. Because their experiences have been limited, they are often handicapped in their ability to communicate verbally. They may be lacking in knowledge of the world about them. Often they have had little opportunity to learn and to enjoy art, music, or even constructive play. They may see people outside the family as strange and threatening and have no idea of how to get along with other children of their own age. By the time they reach school age, repeated failures may have caused a lack of confidence and a loss of their sense of personal worth and importance. Motivation for learning may be severely limited leaving a behavior pattern characterized by defensive resistance.

The Federal Government, through the Office of Economic Opportunity, has made a national commitment to help the poor of this nation to help themselves. Many of the problems of poverty take root when a young child finds himself handicapped in healthy growth; learning, succeeding, asking questions and finding answers, meeting and seeing different people, and in articulating his feelings. Head Start can be a vital component of a broad community action effort to attack the roots and sources of the problem of poverty.

1.2 HEAD START 1966

During the summer of 1966 seven Head Start programs were functioning in San Mateo on a five day a week basis. Each program operated for a minimum of 120 classroom hours.* A total of 18 classrooms for 296 children was involved. The Human Resources Commission of San Mateo County served as the Community Action Agency (grantee), and seven public or non-profit private organizations served as the "delegate agencies." The grantee forwards the applications for Head Start programs and holds overall responsibility for their functioning. The delegate agencies are responsible for the functioning of all aspects of their local programs in accordance with Office of Economic Opportunity guide lines.

The Human Resources Commission provided liason between the regional office of OEO and the delegate agencies. The regional office of the Office of Economic Opportunity with jurisdiction over this area is located at 100 McAllister Street, San Francisco. Tel: 556-0400. The delegate agencies were:

---

* This is the minimum requirement set forth by OEO; actually several programs ran well beyond this. One program, San Mateo City School District has been funded for an extended program to be conducted through December, 1966. The Jefferson Elementary School District program was operated in conjunction with a full year program funded through other sources.

Cal CAP 66-7069/5a
St. Francis of Assisi Parish
Bay Road
East Palo Alto, California

Cal CAP 66-7069/5c
Laguna Salada Union School District
375 Reine del Mar (P.O.Box 1005)
Vallemar, California (Pacifica)

Cal CAP 66-7069/5e
San Bruno Park Elementary School District
500 Acacia Avenue
San Bruno, California

Cal CAP 66-7069/6
San Mateo City School District
117 North San Mateo Drive
San Mateo, California

Cal CAP 7069/5b
Jefferson Elementary School District
101 Lincoln Avenue
Daly City, California

Cal CAP 66-7069/5d
Redwood City School District
400 Duane Avenue
Redwood City, California

Cal CAP 66-7069/5f
San Mateo Parents' Nursery School
1732 Monte Diablo
San Mateo, California

Additionally, Ravenswood City School District conducted a six-week summer preschool program which was funded through E.S.E.A.. When this program is also considered, the number of children served by Head Start programs in the county is approximately 450. The only Community Action Area not served by at least one Head Start program was the Half Moon Bay and coastside region.

1.3 THE NEED

The first question that arises when Community Action Programs of any type are discussed is whether or not they are really needed in this county. In 1960, San Mateo County had a population of 444,387 persons. As of July, 1965, the total population was estimated as 532,200. This amounts to an annual increase of 17,563. There is evidence that the population over 65 and under 20 has increased at a more rapid rate than those in the 20-64 year old group. It also appears that the white population is increasing at a rate less rapid than the non-white.

The compiled statistics found in Social and Economic Characteristics of San Mateo County, California, by Blackford and Massoni indicate that the population in 1960 was 95.7% white. In addition, the census listed 10,846 (2.4%) persons indicated as Negro; 21,353 (4.81%) with Spanish surnames; 3,573 (.8%) Japanese; 2,429 (.5%) Chinese; 1,460 Filipinos; 319 American Indians; and 547 persons of other races. In all, 50,478 (11.4%) were children under 5 years of age.

The median family income was reported in the 1960 census to be $8,103.00, an exceptionally high figure. There is little reason to believe that the relative position of this county, nation-wide, has not remained approximately the same, although the median income has undoubtedly risen markedly.

Despite the seeming abundance of wealth, 13,242 (11.3%) of the 117,457 families in the county are shown as having annual incomes of less than $4000. 8,512 (7.2%) had annual incomes less than $3000.

These low-income families include many which have a female head of the family, and in many cases are Negro families.

When certain areas of the county are studied in depth, the figures become even more meaningful. Within the seven designated Community Action Areas, 4,043 families were with incomes below three thousand per year. This represents about 12% of the population of these areas. 7.03% of the population of these areas in Negro, 7.59% has Spanish surnames. Both figures represent approximately twice the county average.

Over 1,500 men from these districts were unemployed. 1449 families with 4224 children were receiving Aid to Families with Dependent Children assistance. Every indication is that more current statistics would indicate the development of a progressively worse situation.

For the authors, these figures point in two directions, each of which provides a justification for efforts such as Head Start. First, although San Mateo County, in general, appears wealthy, there are a large number of individuals who are in severe economic difficulties. These people are deprived of many of the benefits and opportunities open to others. While the actual level of deprivation may not be directly comparable to other areas of the country, in relation to the surrounding communities it is all the more noticeable.

Secondly, the authors feel that there is merit to the idea of attacking the causes of the "developing slum" before these become a rigid, hard core of economic and social trouble for the community. In many ways the analogy of medical and surgical treatment of a cancerous growth seems appropriate. Diagnosis of the symptoms early, and attacking the problem at its cause before it spreads, is one way to insure the prolonged and productive life of the community.

Head Start programs provide an opportunity for both the diagnosis and the cure. They may provide for both increased community awareness of the problem, and a means for combatting it at the most basic level.

1.4 THE GOALS

The Office of Economic Opportunity makes it clear that the following broad goals should be uppermost in the planning of Head Start programs.

1. Improving the child's health.
2. Helping the child's emotional and social development by encouraging self-confidence, self-expression, self-discipline and curiosity.
3. Improving and expanding the child's ability to think, reason, and speak clearly.
4. Helping the child to get wider and more varied experiences which will broaden their horizons, increase their ease of conversation, and improve their understanding of the world in which they live.
5. Give the child frequent chances to succeed. Such chances may erase patterns of frustration and failure and especially, the fear of failure.
6. Developing a climate of confidence for the child which will make him want to learn.
7. Increasing the child's ability to get along with others in his family and at the same time, helping the family to understand him and his problems.

8. Developing in the child and his family a responsible attitude toward society and fostering feelings of belonging to a community.

9. Planning activities which allow groups from every social, ethnic, and economic level in a community to join together with the poor in solving problems.

10. Offering the child a chance to meet and see teachers, policemen, health and welfare officers, all figures of authority, in situations which bring respect and not fear.

11. Giving the child a chance to meet with other children, teenagers, and adults who will serve as models in manners, behavior, and speech.

12. Helping both the child and his family to a greater confidence, self-respect and dignity.

Ideally, if all of the above are fulfilled, the local Head Start center can become the focus of a broad self-help program, a Community Action Program, in its true sense. Organizing the indeginous poor within an action framework, building a sense of community and mutual purpose, and drawing upon the resources of the larger community, can start the wheels turning to bring about a reversal in the course of the "developing slum" area. Of particular importance is the fact that it will be done by the only people who can do it in a meaningful way--the residents themselves.

CHAPTER TWO

ADMINISTRATION

2.1 OFFICE OF ECONOMIC OPPORTUNITY GUIDELINES

2.2 NON-DISCRIMINATION CONDITIONS

2.3 FUNDING

2.4 OTHER SOURCES OF FUNDING: FEDERAL AND STATE

2.5 TRANSPORTATION

ADMINISTRATION

2.1 OFFICE OF ECONOMIC OPPORTUNITY GUIDELINES.

While it would not be practical to set forth all guidelines prescribed for Head Start at this time, some are worthy of special mention and comment. Questions concerning the specifics of these, or others not covered, should be directed to the Human Resources Commission of San Mateo County or to the Federal regional office.

2.2 NON-DISCRIMINATION CONDITIONS.

Execution of the standard OEO Civil Rights Assurance Form by the grantee and each delegate agency constitutes an agreement to comply with the following:

1. Each center shall serve a compact geographic area whose boundaries are drawn without regard to the race, creed, color or national origin of the residents of that area or of adjacent areas.
2. Every center and class serving a geographic area shall be open to all eligible children in the area absolutely without regard to race, color, creed or national origin.
3. There shall be no segregation or discrimination within a program, center, or class once the children and staff have been selected.
4. To the maximum extent possible, the boundaries of areas to be served by individual centers shall be drawn to provide a mixture of

eligible children living in adjacent neighborhoods.

5. All transportation shall be absolutely non-discriminatory.

6. All publicity and recruitment must be designed to reach all groups equally effectively and must make clear that the program will be operated on a completely non-discriminatory and unsegregated basis.

English-speaking and non-English-speaking children need not be assigned to the same class where the language barrier is the basis for a specific program for non-English-speaking children.

A similar set of regulations apply to the non-sectarian nature of the program. An agreement of this type must be executed if the delegate agency has a religious affiliation.

These requirements have been taken to mean that wherever possible, both the children and the staff should present a socially integrated program.

2.3 FUNDING

Head Start Child Development programs will be financed by the Office of Economic Opportunity up to 90% of the total cost. The local share of the costs may be made up either in cash or by providing space, equipment, or personal services. Accounting must be made for expenditures of both types.

Costs which can be included in a Head Start program budget include: salaries, rent and utilities, toys, equipment, teaching materials and books, transportation, food, medical and dental services, consultants, and limited rennovation of facilities. Several programs this year found themselves restricted in their efforts because of the lack of appropriate equipment. When planning a program for preschool children it must be remembered that materials available through kindergarten programs are not entirely appropriate to the preschool child. The need was consistently reported for simpler puzzles and games, younger age table toys, and books with large and colorful pictures. Some programs were faced with the need for additional small size chairs and tables and for safe outdoor equipment. Jungle-gyms, merry-go-rounds and slides available in school playgrounds often need to be supplemented by smaller and more versatile outdoor equipment of the nursery school type.

When considering these needs and others for a Head Start program, consideration should be given to the possibility of utilizing funds from sources other than the Community Action Program of the Office of Economic Opportunity. Similarly, Head Start proposals that seek funding as part of larger Community Action Programs or as part of programs funded from one or more other federal, state or private sources will receive the most sympathetic hearing.

2.4 OTHER SOURCES OF FUNDING: FEDERAL AND STATE.

Additional sources of funds to support pre-school projects, or programs that are closely related to Head Start or some of its ancillary goals are briefly described below. This list is not to be taken as exhaustive of the possibilities open to enterprising agencies.

-Elementary and Secondary Education Act of 1965. Title I.

The purpose of this legislation is to provide encouragement and financial support to local school districts for the establishment of special programs to meet the needs of educationally deprived children in low-income areas. The focus is on helping children whose educational achievement is below normal; including those children with physical, mental or emotional handicaps. A formula based upon family income determines which school districts are eligible, but educational need determines which children will benefit.

Projects must include provisions for meeting the special educational needs of deprived children attending private schools.

-Elementary and Secondary Education Act of 1965: Title III.

This program, known as PACE (Projects to Advance Creativity in Education), is designed to help local school districts relate educational research to educational practices through the support of creative supplementary centers and services. Local public educational agencies can develop innovative programs based upon their own perceptions of need or interest. New approaches to such supplementary services and activities as guidance and counseling, preschool education, adult education, and dual enrollment are possibilities.

-Neighborhood Youth Corps, Title I-B, Economic Opportunity Act of 1964. The Neighborhood Youth Corps is a work-training program for young men and women ages 16 through 21. It is aimed at young people who need paid work experiences to stay in school or to return to the classroom, or to equip them with the necessary attitude and skills to cope with the job opportunities in today's employment market.

-The Work-Experience Program, Title V, Economic Opportunity Act of 1964. The Work-Experience Program furnishes federal aid for a broad range of work experiences and training projects which provide opportunities for people to lift themselves economically. The program is designed to develop and expand useful work experience and training to benefit unemployed parents and other needy, or potentially needy, persons.

Unemployed parents, mothers and fathers of families receiving public assistance for their children, are the most natural group for such a project. Community imagination and viability will determine the scope and kinds of work experience projects.

To aid in the development of demonstration projects, up to 100% federal financing is available for the approved projects.

-California State Legislature, Assembly Bill 1331 (Unruh), Compensatory Pre-School Education. A state-supported program highly similar to that funded by the Office of Economic Opportunity and Title I of ESEA. A detailed description of the application procedure and guidelines for the program are available in Guidelines for Preschool Compensatory Education Projects, California State Department of Education.

Additional federal programs which may provide resources supplementary to Head Start Programs are described in Head Start--An Invitation to Help. These include:

- Education of Mentally Retarded and Other Handicapped Children
- Medical Assistance to Children
- Maternal and Child Health Services

- Health Services for Migrant Agricultural Workers
- Crippled Children's Services
- Department of Agriculture Special Milk Program
- Commodity Distribution Program
- Cooperative Extension Service

Careful planning should go into the development of a joint funding budget since the criteria for the selection of children are different for each source of funds. Although this may add to the administrative burdens of running such a program, there are at least two good reasons why it should be considered desirable. First, the additional funding will make it possible to run a program which reaches further in meeting the needs of the community and doing it more thoroughly. And, secondly, the increased quality and comprehensiveness of the program will increase the likelihood of its acceptance.

A single program imaginatively utilizing the youth of the community, through Neighborhood Youth Corps, and the parents through the Work-Experience Program, in its staff, thereby providing an additional economic and educational service to the community, is taking a long additional step towards community action.

2.5 TRANSPORTATION

Transportation needs were solved by the 1966 programs in a variety of ways. Some provided no transportation other than for field trips, others had daily bus service. Some used parent drivers, others used volunteers from the community. In one case the staff car pooled the children to and from school daily. Each of these has problems and advantages.

Where the school is not located in the neighborhood of the children attending, bus transportation is almost a necessity. Teachers have commented on the excellent learning experience provided by the daily bus trip, and the good relationship that the bus drivers have had with the children. Having a bus makes field trips and family outings easier to organize and often more exciting. They also make it possible for parents without other transportation to visit the program.

In planning the use of busses, more than the expense must be considered. It is considered extremely desirable,if not a necessity, for these young children to be accompanied on the bus by an adult. Some programs used aides as bus riders, others used volunteers. This also seems like a good possibility for productive parent involvement. If the bus is to leave the children at some central location in their neighborhood rather than at their homes, it is essential to have an adult, volunteer or parent, wait with them until such time as their parent or some other responsible person picks them up.

Where private automobiles are used, either by volunteers or staff, insurance needs must not be overlooked. Many personal policies are void if an accident occurs when private cars are used to transport children on trips or to and from school. Before people are permitted to transport children at any time, they should secure a statement from their insurance agent, certifying that their policies will protect them and the children while using the car for such purposes.

Children should never be allowed to go away from the school on trips without signed permission slips from their parents. These can be worded so that one signature can cover all the trips during a specific period of time.

Where volunteer drivers were used (American Association of University Women, for example) there was a feeling that the children arrived happy and secure. In some cases a warm relationship was built up between the child and the driver.

Where the staff was used to transport the children daily, there was a feeling that this duty interfered with set-up and clean-up activities, as well as with in-service training. Leaving when the children did, precluded the possibility of whole-staff meetings at the end of each day. There was also some indication that it created unhappy feelings in the children when some could not ride with their teacher.

To meet the many transportation needs of Head Start no one solution may suffice. Undoubtedly some combination of private auto and school bus will come closest to being entirely satisfactory. Care should be taken in the planning and budgeting for this.

CHAPTER THREE

THE PEOPLE OF THE PROGRAM

3.1 RECRUITMENT OF THE CHILDREN

3.2 THE TEACHER

3.3 TEACHERS' ASSISTANTS

3.4 VOLUNTEERS

3.5 OTHER PERSONNEL

3.6 STAFF ORGANIZATION

3.7 IN-SERVICE TRAINING

THE PEOPLE OF THE PROGRAM

3.1 RECRUITMENT OF THE CHILDREN

One early problem confronting the Head Start delegate agency, though certainly not the first, is the recruitment of the children that the program is to benefit. Programs are only financed in the Community Action Areas of the county. These areas, as described previously, are the focal areas of unemployment, single parent households, low income, and culturally deprived children. Within these areas the Head Start program must find the qualified children and convince their parents to enroll them.

Qualifications for enrollment are based upon a sliding scale of family size and amount of annual income. This scale, for non-farm households, is as follows:

Persons	Family Income	Persons	Family Income
2	$2,000	5	$3,500
3	2,500	6	4,000
4	3,000	7	4,500

Above 7 $5,000 with an additional $500 for each dependent

If the family's income is below that listed, the children of that family are eligible for Head Start. If the Family is receiving Aid to Families with Dependent Children, they are automatically eligible and certification is made through the county welfare department.

It should be noted that the level of family income need not be a specific requirement for admission to a Head Start Center as long as the program is PRIMARILY reaching the poor within the neighborhood. For group activities it is essential that at least 90% of the children taking part be poor. So that a group can be representative of a broader cross-section of the community or neighborhood, it is permissable to include children--up to 10%-- from homes which are more prosperous. However, where special services are being provided to individual children--medical treatment for example--these services are available only to the poor.

Where priorities must be established, first priority should be given to children who meet all other criteria and whose native language is not English. The next level of priority would include all children who meet the requirements for certification in regard to economic status. After children in these categories are given priority in enrollment, the applicant or delegate agency may admit other children in accord with criteria that reflect the relative needs of families for participation in the preschool educational program.

The first step in recruitment is that of identification. Several methods have been used and each has its advantages and disadvantages. The first method involves close cooperation and coordination with the Department of Public Health and Welfare. Head Start programs provided the welfare departments with material and information concerning the Head Start summer program. In some cases this included a brief application form. The local case worker then contacted those families known to be eligible and explained Head Start to them. If they were interested he would then either fill out the application form with the family and return it to the program, or notify the Head Start director of the family's interest. After such notification, the responsibility for following through rested with the respective Head Start program. The law does not permit the Welfare Department to make a list of eligible families available to anyone, including Head Start, without first obtaining the permission of the persons concerned.

The primary advantage to this method is assurance and easy certification of the family's eligibility. The primary disadvantage is that it can be a slow process, and its success depends upon the enthusiasm and perserverance of a person not directly concerned with Head Start.

A second method is to utilize public school records to identify large families in known low income areas. A family of more than seven, living in a low income area, especially if it is a single parent family, is very likely to fall into the income levels acceptable to OEO. This method has the advantage of relatively easy accessibility (especially from programs run by the public schools). The teachers and other staff members can then follow through with home visits. Its primary disadvantage is that it may not uncover many families in need. Young families where the Head Start child may be the oldest--and hence no school record--or new families to the community may be missed.

A third method, used with considerable success, was the hiring of a welfare case worker, familiar with and known in the community, to seek out and recruit children known to her who would meet the eligibility requirement. Aside from the speed and relative efficiency of this method, it has the additional advantage of having the initial contact made by a person familiar to the family. Its only disadvantage is its expense, which is proportional to the size of the program.

A fourth method is to utilize staff and volunteers to canvas the target area on a door to door basis providing information concerning Head Start, including its eligibility requirements, and seeking those who are interested and eligible. This is a relatively inexpensive and reasonably fast method (providing enough volunteers are used--in one case PTA volunteers served this purpose), however, its drawbacks can be serious. The contact made in this case is not always done by a person thoroughly familiar with the program. That person may be alien to and untrusted by the family contacted. This can be a factor which undermines the whole purpose of Head Start. The eligibility of the person contacted still remains in serious doubt, and many people are contacted and become interested who are not eligible. This may cause some hard feelings within the community.

A fifth method, now more feasible, would be to utilize parents who previously had children involved in the program to do the door to door survey and contact work. These people would be more familiar with the neighborhood and would be more likely to be welcomed into the home and trusted. The final eligibility of the family would still be in question, and again some families might be missed.

In all but the first method above, the list of families recruited will have to be submitted to the welfare department for certification. Those families not on the welfare rolls must be interviewed by a responsible person in the program who then determines and certifies their eligibility.

In addition to these more or less personal approaches to identification and recruitment, an effort must be made to properly inform the public of Head Start's existence, its purposes and its requirements. Advertisements in local newspapers, including ones which have specific ethnic orientations, are encouraged. Announcements in churches and public places and meetings will help to disseminate the needed information. Public service announcements on the radio and television, including the Spanish language stations, should be made early enough, and with enough detail so that interested persons will know where to seek additional information. Several programs wrote up and distributed a small pamphlet explaining the program and giving the pertinent details.

In all cases it seems obvious that publicity and efforts at identification of the children should begin at the earliest possible opportunity. However, it does not seem wise to publicize a program or recruit children prior to the approval of the grant. Children and parents should not be built up to a state of eager anticipation until there is assurance that their needs can be met. If notification is delayed, the preparations and arrangements may be held in a state of readiness so that they may be executed on a moment's notice, with little flurry and maximum efficiency.

As noted previously, up to 10% of the children in the program funded by the Office of Economic Opportunity can be enrolled from households above the income requirements for certification. Careful consideration should be given to the possibility of using this leeway in recruitment. Teachers in this year's program were of mixed emotions about how this might be done. One basic group of comments revolved around the idea that there are a number of children who are above the income requirements but who have needs which are far greater than those of many of the children who might be certified. The argument follows that these children should be given the opportunity to benefit from the program and to be given a chance to enter formal schooling on a more equal footing than they would have without it.

The second argument holds that children learn not only from teachers, but from other children as well. Children from different backgrounds may serve as "pacesetters" for children with limited opportunity. This argument suggests that the other 10% should be selected for their ability to enhance the educational program. Enhancement might occur because:

1. They will provide a more integrated cultural representation leading to the development of tolerance and understanding in the children and parents involved.

2. They serve as models of speech, dress, mannerisms, and a variety of other behaviors. They may provide an example of how to cope with difficult or new situations and how to respond to the advances of adults and children.

3. They work as a catalyst for the group. Their enthusiasm and actions encourage others to try new things. Children seem to be more

willing and interested in trying new activities when someone familiar with them starts first.

Whichever view seems most appropriate to the particular program involved, the additional ten percent may be a productive extention to the educational purposes of Head Start. An additional benefit is gained in the assistance the mothers of these children may extend to other mothers.

Lastly, it has been found fruitful to have at hand a short waiting list so that vacancies in the program may be filled as they occur. In several cases children dropped out early in the program for any of a number of reasons. When it becomes clear that the child will not be returning, the space should be filled with another child. While this newcomer may not have gained as much by the end of the program as those who have been involved all the way through, he will still have received some of the help he needs.

3.2 THE TEACHER

The critical importance of the teacher to the success of any Head Start program is obvious. Not only must she be a key adult in the children's lives, determining the quality and timing of their new experiences, but she must train and direct her assistants, be aware of and take a part in the associated medical, dental, social, and psychological objectives of the program, and develop a close and helpful relationship with the parents. Her selection must, therefore, be based on her ability to do all these things.

OEO suggests that, ideally, teachers in Head Start should be graduates of a four-year college who majored in nursery education, nursery-kindergarten education, or early childhood development. However, general background, experience with children, training in related fields, or all-around ability may be adequate substitutes. Head Start programs must conform to state and local preschool teacher certification regulations; however, in the absence of state or local regulations, Head Start does not require certification or have any other formal requirement.

A good teacher needs curiosity, creativity and confidence. A good teacher has to be well-organized and quick thinking. A good teacher is someone who can communicate easily, a person who speaks clearly and choses words wisely. But probably the more important attributes of a good teacher are warmth, sympathy and understanding. A sense of humor and a ready smile may be the best indicators of a teacher's capacity to give love and support to a young child.

3.3 TEACHERS' ASSISTANTS.

Every group of 15 preschool children should have at least one teacher's assistant as well as the teacher. Such assistants need warmth and understanding plus a willingness to learn and expand their own horizons. They work directly with the young children and must be able to supervise any of the many activities that go on at once in the classroom. They should be able to give assistance and sympathy to a lone child who temporarily needs the full attention of an adult.

The practice in San Mateo County has been to provide one teacher, one teacher assistant, usually an older woman from the community served, and one paid teenage aidefor each group of 15 children.

At least two additional considerations enter into the selection of these people. First, the desirability and difficulties involved in "team teaching" with a culturally mixed group must be thought through carefully. Using neighborhood residents, especially mothers, as teacher assistants may produce two benefits. By working with children under the direction of a skilled teacher, these assistant teachers become more skilled with their own children and more knowledgeable about ways of enriching the life of their own children. There is no better course in child development than working directly with children under good guidance. This places a heavy burden upon the teacher for the thoughtful in-service training that is necessary for both the smooth flow of the program and the correct instruction of the parent. More detailed discussion of this responsibility will follow in section 3.7.

The second advantage to using neighborhood residents is that they may know some of the children as individuals, be acquainted with some of the families and know the ways of the community better than the teacher. They may become skilled in talking to the parents of the children in the group, interpreting to them the value of the experience the children are having.

The assistant teachers must also know, and accept, that they always work under the supervision of the teacher. They must be prepared to accept assignments, to take suggestions, to modify what they do in light of the more experienced background of the teacher. This can be an important understanding if the assistant teacher is a man and the more qualified teacher is a woman, or if there is an age difference, or a racial difference.

Care should be taken, if at all possible, to keep the staff from becoming too "middle-class." If all staff members are from the middle class, though racially and ethnically mixed, the lower class value system may not receive the understanding and acceptance that is sometimes necessary to insure the feeling of security needed by both the parents and the children. A mixed staff will provide new learning opportunities for both teachers and teacher assistants.

Thought should be given to the use of men as well as women in this role. And consideration should be given to integrating this with the federal work-experience program.

The teenage aides used in the program should also be selected with considerable care. Many programs utilized teenage boys or young college men in this capacity with considerable success. These young men can provide the male model so often lacking in the lives of these children. For this reason they should be selected on the basis of their personal qualities which make them a desirable model of behavior, dress, verbal ability and mannerisms. They should have a helpful and pleasant attitude and be able to convey to the children a feeling of self-confidence and self-respect. They should be willing workers and accepting of authority. It is important that they be given sufficient training so that they understand that their responsibilities extend beyond the supervision of play and the preparation of materials. They can play an important part in the development of the personality of these children.

The neighborhood youth corps provided aides in one program with reasonable success.

3.4 VOLUNTEERS.

Volunteers can be and have been used in many varied capacities in the Head Start Program. An attempt should be made to give every person who seeks to help an opportunity to do so, but not at the expense of the cohesiveness and organization of a good program. Although most volunteers want to "help out" in the classroom, too many adults can detract from the classroom situation. Probably no more than two additional adults in the classroom is desirable. Top priority in classroom volunteers should go to parents of children in the program.

Volunteers have been used as a source of transportation for both the daily program and field trips. They might also be of assistance in providing transportation for parents who need it to attend parents' meetings, or for dental and medical appointments.

Volunteers have been used as bus riders to escort the children to and from school and been assigned to bus stations to stay with the children until such time as their parents pick them up.

In one program volunteers were used to staff the office and to answer the telephones. In another they took an active part in a parent education program. Volunteers have helped in the organization and follow-through of the medical program, in recruitment of the children, and in the gathering of equipment and toys. The uses they may be put to are limited only by their own talents and willingness to work, and the imagination of the teacher in utilizing them.

Two factors should be kept in mind as well. Almost all teachers and many of the volunteers themselves indicated that for volunteers to be used wisely and well in the classroom they require training.

In addition, there is a need for careful screening of volunteers not only to insure that they have qualities desirable in the classroom, but to be sure that they are interested in meeting the needs of the children and not just satisfying a selfish need of their own. They must be an asset to the program or they should not be used at all.

Secondly, volunteers may prove useful in the beginning of the program where many of the children need individual attention, but as the children enter into group activity more and learn to work on their own, too many adults in the room may serve to defeat the purpose. If volunteers are to be used in the classroom they should know exactly what the routine is, where they are assigned, and what they are to be doing. They should be kept productively busy or else they only detract from the program and place an additional burden on the teacher.

In general, in the selection of teachers, teacher assistants, aides and volunteers three things seem desirable.

1. Utilize people from the area with previous training. The 1966 program has produced a number of qualified people with an insight into the problems of Head Start. These people should be used. Several of the teacher assistants and aides have had formalized training for their job and have now had new career opportunities opening to them. These people have often gained the respect of their peers in the community, and can be an even bigger asset to the program in the future.

2. Attempt to integrate the needs of Head Start with the larger needs of the community by providing training and education opportunities through such programs as the Neighborhood Youth Corps or the Work-Experience legislation. These people will then provide a trained pool

of workers for future programs and they will have moved forward in their own self-esteem and usefulness.

3. Provide a staff that will stay with the program on a day-to-day basis so that they will provide a continuing relationship with the children and their parents. This is probably most difficult with volunteers, but the attempt should prove rewarding.

3.5 OTHER PERSONNEL.

In addition to the classroom personnel it has been found highly advantageous to have a number of auxiliary people working on a part-time basis. These include a nurse, a social worker, a bookkeeper and a secretary. Some or all of these may be available as a volunteer service. If they are not, it is desirable to hire them part-time or to perform particular functions.

The nurse has been found to be extremely helpful in making home visits, working with the parent in filling out medical history forms, making medical and dental appointments and seeing that they are kept, advising the parents on medical problems and referring them to sources of help, performing eye and ear examinations, teaching hygiene, preparing the children as to what they may expect when they visit the doctor, and many other things.

The social worker has been used to assist in recruiting of children, as liasons between the Head Start program and the social welfare agencies, as a home visitor and for in-service training of the staff.

The functions of the bookkeeper and secretary are self explanatory but not unnessential.

3.6 STAFF ORGANIZATION.

In programs having more than one teacher it is highly desirable that the staff organization be made clear right from the first. It also seems clear that each program needs a director, supervisor or coordinator who is free from the burden of duties other than those involving Head Start.

Those programs which ran most smoothly had some person, at the level just above the teachers, who was responsible for seeing that everything ran according to schedule. Since this person was not burdened with outside responsibilities, and was not involved with the teaching and preparation of the classroom, he was free to work closely with all persons concerned. This involved supervision of the classroom, organization and coordination of the parent program, integration of volunteer efforts, liason with the Human Resources Commission, OEO, and the evaluation team, supervision of the medical and dental programs, contact with the social service agencies, the psychological services and with consultants. To ask that all these things be done by the teacher, along with her responsibilities to the children and the classroom, is too much.

A person in this position can be with the program every day and, knowing the broad perspective and multiple goals of Head Start, can apply his efforts where they are most needed to insure that no aspect falls by the wayside.

Below the director, if there is more than one teacher, should be a head teacher who can coordinate the classroom programs, use of materials, the assignment of children and, in general, be responsible for the preschool educational aspects of the program. This person would also have the major responsibility for the development and functioning of a good in-service training program.

Each teacher would then be clearly responsible for her room and the utilization of her aides.

3.7 IN-SERVICE TRAINING

The Office of Economic Opportunity operates and supports the entire cost of Child Development Teacher Training Sessions, including the transportation to and from these sessions. The costs of such training sessions, other than the teacher's salary during such sessions, should not appear on the application for Head Start programs. Orientation of staff members not sent to OEO training sessions and in-service training for the entire staff, including non-professionals and volunteers, are the responsibility of the grantee and should be provided for in the application. Communities will be helped to plan and finance in-service training programs.

Pre-training and orientation for the program directors occurred in the form of weekly meetings with the staff of the Human Resources Commission, beginning in March. Invited to these sessions were members of the Department of Public Health and Welfare, medical personnel, Red Cross representatives, school nurses, mental health representatives, teachers and other interested parties. The meetings provided a degree of overall direction and guidance to the program.

In-service training began in earnest at a two day training institute sponsored jointly by the Human Resources Commission and the College of San Mateo. The institute was designed to provide needed orientation for all personnel involved in Head Start in the county. Approximately 100 people attended both sessions.

Bringing together professionals and volunteers, teachers and parents, people with previous Head Start experience and the newcomer, served to enhance both the communication and continuity in this large scale community effort. It encouraged both the transmission of experience and the influx of new ideas. However, it also creates an almost insoluble problem. With a group so varied in knowledge and experience, the level of discussion could never be just right for all.

The two day institute did provide a very good first step towards an enlarged joint training program for the future. One of the greatest weaknesses that became evident as the 1966 programs progressed was the lack of communication between them. Realizing the difficulties that each teacher faced and the demands made upon the staff by the many facets of the Head Start program, it would still appear wise in the future for the in-service training to be expanded to an inter-program level. OEO directives indicate that such a program could be funded with federal monies.

One suggestion would be to expand the Orientation Institute to three days and provide opportunities within the structure for training geared more specifically to particular background levels. This might be followed at three-week intervals by Saturday or evening sessions which would bring together teachers and directors to discuss mutual problems, and alternate methods of handling them. It seems highly unfortunate that some programs should have serious difficulties in an area that is another program's strong point without some communication between them. If sessions had been arranged to deal with these, mutual cooperation and free interchange of ideas might have raised the overall standart of programs in this county.

The continuation of the weekly directors' meetings with the Human Resources Commission staff and a core of qualified consultants might also be helpful.

An additional suggestion would be to make allowance and arrangement for staff personnel to visit several other programs and see how the others do it. This would be particularly easy in the case of evening parent meetings, and where classes in some programs are held in the afternoon and others are not.

Within individual programs there should be an active in-service training program as well. This can be carried on in an informal way on a daily basis and should involve the whole staff. A short daily session as soon as the children go home has been found highly valuable in several of the programs. This keeps each staff member informed as to everything that is going on and allows for discussion of individual problems. By observing and discussing children with whom the staff is involved on a daily basis, a great deal of learning can go on concerning why the preschool child behaves as he does and what to do about his behavior as it exhibits itself. This provides the instruction and assistance needed by the non-professional staff and volunteers.

The resources of the area or school may be used in these sessions. Psychological and social service personnel have been used productively by some programs. Visiting nurses, dietitians and others may also be helpful in providing constructive sessions on matters of parent involvement, home problems, nutrition, and others. The entire staff must be familiar with the full scope of Head Start.

Program directors and teachers also should keep in mind that one of the things they may accomplish is to provide the teacher assistant or the teenage aide with the kind of training and motivation that will lead to a new and dignified career for a person who never before had a chance.

Head Start can also be used to inform and educate others in the field of education. Several programs have found it possible to invite the kindergarten teachers, who will later have these same children, to visit during the Head Start session, observe the children, and talk to the teachers. This early opportunity for continuity in understanding will make it possible to more adequately meet the child's future needs, and provides a personal supplement to the records passed on from the Head Start program to the school.

In other cases the principal, superintendent, and school board members have been invited to visit the classes and parent meetings so that they might gain an understanding of what the program does and how it fits into the larger educational program of the community.

Lastly, one program reported considerable success in public relations, and increased cooperation and harmony within the school by including the school custodians in the daily program. This, they reported, led to less resistance to pets in the classroom and the presentation to the class of many "nature study" materials such as toads and insects found in the lawn areas.

CHAPTER FOUR

OTHER ASPECTS OF HEAD START

4.1 GENERAL
4.2 SOCIAL SERVICES
4.3 MEDICAL
4.4 THE CASEY BILL

OTHER ASPECTS OF HEAD START

41. GENERAL

One of the goals of a Community Action Program such as Head Start is to draw together all those resources--family, community, and professional--which can contribute to the child's total development. A well organized program should draw heavily on the professional skills of persons in nutrition, health, education, psychology, social work, and recreation. Organizations providing services or assistance to the Head Start program may be public or private, non-sectarian or religious, large or small. All staff participants in the program should become aware of the assistance within the county for those who need it.

San Mateo County is fortunate in having a great many public and private organizations working in the areas of health, education and welfare. The services available to the indigent are numerous and varied--and readily obtainable. Unfortunately, these ancillary benefits were not made known to all who may have needed them during this summer. Only 50% of the parents interviewed (see Chapter 5) felt that they had gained an increased awareness of the county's resources and in most cases the awareness gained was limited to medical facilities. Few referrals of any type were made. Parents were not told about employment services, adult education or the myriad of other services which may have improved their life situation.

One reason that county resources were not fully utilized was lack of knowledge on the part of all concerned with the program. The earliest opportunity should be used to provide the staff with needed orientation in this area.

There is a second major consideration in mobilizing the resources of the community. Although the Office of Economic Opportunity is willing to fund up to 90% of the Head Start program, the limitations of funds available are such that funding received is often much less than that requested. Often a portion of the funds requested for the little conveniences such as baby-sitting, additional materials, outdoor equipment etc. might not be forthcoming. This being the case, in a locale as wealthy as San Mateo County, individual or private group contributions or volunteer services should be requested more actively than has been the case in the past. Head Start is, after all, a step in the development of the spirit of the community helping itself.

4.2 SOCIAL SERVICES.

Within the San Mateo County Department of Public Health and Welfare a wide range of services is available, including:

-Community Mental Health Services: ranging from hospitalization and direct treatment through rehabilitation and supportive aftercare to preventive psychiatry. Two subdivisions are of particular interest.

1. Outpatient clinics for children and adults offering individual and group psychotherapy, including diagnostic evaluation, family interviews, and treatment.

2. Mental health consultation with prevention of mental and emotional disorders as a major goal. The consultants bring their clinical knowledge and skills to professionals in the schools. This enables the professional to deal more effectively with emerging problems before they become severe enough to need direct psychiatric treatment.

-County General Hospital: An acute type general hospital for those persons eligible for public care.

-Crippled Children Services: Hospital care, physicians' services, nursing service, braces and appliances, diagnostic services, and out-patient treatment for children with the following types of crippling conditions: cerebral palsy, heart conditions, ear, eye, facio-dental defects, orthopedic, plastic, and rheumatic fever.

-Maternal and Child Health Services: Provides medical, nursing, health education, prenatal and family planning services to the mothers and children who could not otherwise obtain them. Services for children consist of medical supervision, guidance, and immunization.

-Public Health Nursing Service: Provides health guidance to families through home and office visits, child health conferences, and visits to public and private schools. Service combined with that of the Visiting Nursing Association of San Mateo County.

-Social Service Division: Provides public social services and financial assistance to people in need. Services include preventive, protective and rehabilitative social services to people of all ages. Family and Children's Service branches are located in East Palo Alto and South San Francisco.

-Child Guidance Clinic: Applications may be made by telephone for any child up to 18 years of age. Then parents participate with the clinical administrative staff in a small group meeting for a mutual interchange relating clinical services to the child's difficulties and the parent's concerns. A staff of psychiatrists, social workers, and psychologists then provide individual diagnostic studies. Many families find their needs are met by the psychiatric diagnostic studies of their child and the family conferences provided to discuss the findings.

In order to coordinate the efforts of the Head Start program with outside social service assistance, it has been found to be valuable to have at least the part time help of a Social Services Director or social worker. One program functioned well with the Social Services Director hired for two hours a day. (Though she spent considerably more time on a voluntary basis.)

The director will know how to relate existing local public and private social services to the needs of the children and families attending the Head Start Centers. Working closely with teachers and other staff members, this person can be of considerable aid in solving problems that require services outside of the center. Every effort should be made to inform the families of services in their own locality and the director should assume the responsibility for seeing that the family takes advantage of them and that the service is actually provided under the appropriate conditions.

For reference at the local center and as an aid in the in-service training of all staff members as to the health, welfare and recreational agencies in San Mateo County, it is recommended that the

Directory of Agencies: Health, Welfare and Recreation Serving the People of San Mateo County, distributed by The Bay Area Social Planning Council, be made available in sufficient quantities. This directory is the most complete listing of agencies and organizations available. The material included covers adult education, aged services, alcoholics' services, veterans services, camps, child care institutions, child guidance services, clinics and outpatient departments, employment services, family and adult services, financial and emergency assistance, health services, housing, immigrant services, legal services, nursing services, psychiatric clinics, referral services, vocational guidance and training, and volunteer services. A brief discription of each of the agencies and organization is followed by eligibility requirements, information on fees, and directions for contact.

4.3 MEDICAL.

All Head Start programs must include a medical evaluation of each child followed by remedial care to correct physical conditions that could interfere with the child's academic and social development. Coordination of the efforts of physicians, nurses, teachers and social workers will contribute not only to the adequate health care for each child, but also to the organization and implementation of a family health education program.

The principal health services that must be offered include:

1. Medical evaluation of each child enrolled in the center including medical history, developmental assessment, and physical examination.

2. Screening tests
    a. Vision
    b. Hearing
    c. Speech
    d. Tuberculin testing

3. Laboratory tests
    a. Urine testing for albumin and sugar
    b. Blood testing for anemia
4. Dental assessment
5. Complete immunizations including measles, diptheria, tetanus, pertussis, polio, and small pox. Because of the possible complications associated with measles in young children, protection against this disease is as important as the other immunizations. When vaccine is not available from public sources, the center may purchase it with project funds.

While it is clear that all aspects of the medical program cannot be initiated and completed within the first week of the program, they should be begun as early in the program as possible. Early screening and medical examinations may point to needed follow-up that should be undertaken at the earliest opportunity. All aspects of the medical evaluation should be completed before the program ends.

School nurses, students from the Northern California Student Health organization, and volunteer organizations such as Red Cross, were utilized in screening tests of eyes, hearing , and teeth. In many cases these same people took on the responsibility for acquiring the completed medical history forms and for making appointments (and seeing that they were kept.)

4.4 CASEY BILL--A.B. 5 - CALIFORNIA MEDICAL ASSISTANCE PROGRAM.

All public assistance recipients qualify for medical and dental care under this bill. This includes those on Old Age Security (OAS), Aid to the Blind (AB), Aid to the Needy Disabled (ATD), and Aid to Families with Dependent Children (AFDC).

The vendor of services (Doctors, Dentists, Pharmacists, Ambulance Companies etc.) bill the California Physicians Service. Each family has an I. D. card listing family eligibility. Hospitals and nursing homes bill Blue Cross. No money changes hands between the client and the vendor services. Any extensive treatment needs prior authorization from the medical and dental consultants at the department of Public Health and Welfare.

For further information write to:

Office of Health Care Service
Health and Welfare Agency
1340 K Street
Sacramento, California

CHAPTER FIVE

PARENT PARTICIPATION

5.1 ADVANCED PLANNING

5.2 GOALS

5.3 THE PARENTS' VIEW

5.4 THE STAFFS' VIEW OF PARENT PROGRAMS

2-

PARENT PARTICIPATION

5.1 ADVANCED PLANNING

A vital feature of Head Start, and any Community Action Program, is the involvement of the poor themselves--the residents and members of the groups served--in the planning and policy making, as well as in the operation, of such programs. At the county level this is built into the Human Resources Commission organization. At the local level, however, the involvement of the people to be served in the planning phase depends upon the active solicitation of their ideas and help.

At the earliest opportunity, the delegate agency should plan to meet with representatives of already existing agencies, private and public, whose working goals closely parallel those of Head Start. At such a meeting ideas may be set forth which will enable close coordination of efforts and a pooling of resources leading to the most effective meeting of the communities' needs.

Groups and organizations to be contacted would include those working in the areas of social welfare, adult and vocational education, preschool education, community action and compensatory education to name but a few. Social or service clubs with particular ethnic background may serve as sources for volunteers or as sounding boards for ideas about community needs. Head Start may be dovetailed with other on-going educational programs to provide for an integrated approach towards the problems of the community. And, all such groups may provide opportunities for publicity for the program.

The emphasis the authors wish to make here is on the contact with already existing groups made up mainly or entirely of people from the neighborhood and economic level which is sought by Head Start. Contact with these groups can bring the kind of involvement that is desired in Head Start. These same people may be the parents of the children to be enrolled in the program, or be acquainted with the parents in the program, and they can provide the advice and support that is needed to make the program a success as a family and community program.

Early efforts at this level will provide rewards later in recruitment, parent education and participation, enthusiastic support and developing parent interest in what goes on in the schools.

5.2 GOALS.

Through a program of parent education, Head Start can provide parents with opportunities to gain the following:

1. Recognition for the personal qualities they already possess.
2. Understanding and appreciation of how children grow and learn.
3. Confidence and enjoyment in the role of the parent leading to rising hopes for their children.
4. Greater belief in themselves and their worth as individuals, leading to ever-widening participation in community action.
5. Experiences in working with other racial, ethnic and social groups.
6. New and improved skills leading to new job opportunities.

7. Increased knowledge of community resources and facilities, and how they may be used to improve family living.

8. A chance to discuss family, community and personal problems and possibly a chance to solve them.

9. Understanding the value of parent-school relationships.

The Child Development Center is both a concept and a community facility. In concept, it represents drawing together all those resources--family, community and professional--which contribute to the child's total development. The concept emphasizes the family as fundamental to the child's development. Parents should be involved in the development of policies, should work in and be a participating member of the program. OEO requires that each Head Start Center have a parents' organization open to all parents of the children attending the center. In large centers, with many classrooms, a center committee should be formed with a minimum representation of one parent from each classroom. Involvement of parents from poverty areas in pre-school programs may require special efforts. A notice in the paper or handbills may not always be enough. Direct personal contact may be necessary to bring favorable response from parents.

5.3 THE PARENTS' VIEW

In order to find out how well the parent involvement programs were working from the parent point of view, and to see if the parents had suggestions for their improvement in the future, 39 parent interviews were completed in the homes by three members of the staff. The interviews were conducted in either English or Spanish depending in which the parent could most easily converse. In each case an attempt was made to match the ethnic background of the interviewer and interviewed.

This sample, representing approximately 13% of the county Head Start parent population, provided information from parents of three of the six Community Action areas having Head Start programs. They represented 4 of the seven programs and 8 of the 18 classrooms.

A sample of the parent interview form used is included in appendix B. The form was used as a general guideline for the interviewer, but considerable freedom was used in pursuing the parents' thoughts beyond the areas covered on the form. The interviewers wrote down the answers as given, and later summarized their impressions.

Where telephones were available, appointments for the interviews were set up in advance. Others were sought by simply knocking on the door; if no one was home, a second visit was scheduled.

The results indicated a mixed blessing of encouraging and discouraging answers. To the question, "Do you feel that parents should come and help in programs for their children?" 92% of the parents indicated a positive response. 75% indicated they would be willing to help in the program if they had been asked. But, only 13% indicated that they had been asked to help. (Question #4).

On the other side of the coin, 80% of the parents said they had been asked to come to the Head Start program with their child, but only 33% had done so. 46% said they had been asked to take part in the parents' advisory committee, but only 31% had attended parents' meetings, although 44% said the time for the meetings was convenient.

When considering these answers it is necessary to keep in mind that the interviews were conducted during the third, fourth, and fifth weeks of the program. If the parents had been interviewed at the end the percentages might have been different. Some programs probably got their parent participation off the ground at a later time. It would seem important, however, that actions in this area be pursued much more rigorously at an early date.

The interviews do suggest that there is a considerable amount of latent interest within the parent group towards becoming involved in the Head Start program, but that for one reason or another, this interest had not been translated into action. Project Head Start Pamphlet #6 suggests that staff members must be prepared to expend large amounts of patience and understanding in their contacts with parents. These parents will need continuing encouragement over the entire period of the child's involvement at the center. Staff members should place a high priority on developing regular ways of letting these parents know they are needed and that their efforts are appreciated.

The parents suggested that the best time for meetings would be early evening. 80% indicated they did not have a way to get to the meetings, but 100% said they would go if transportation and baby-sitting was provided. While it is doubtful that 100% participation would ever be achieved, these responses point up a fact that is often overlooked. Of the 135,182 occupied housing units in San Mateo County in 1960, 75,382 had one automobile available; 49,066 had two or more

PS 001292

available; but, 10,723 had none. Transportation has always been one of the most pressing problems with persons who use public health and welfare services of any type. It should not be forgotten that to call a meeting gives no assurance that the people desiring to attend have any way of getting there. This difficulty becomes even more acute for mothers with several small children, especially if it is a one parent family.

Aside from the possibility of offering transportation and baby sitting service or a central place for the care of children while parents are attending Head Start parent meetings, the parents suggested that they themselves be given the responsibility for going from door to door in an attempt to increase attendance. They also recommended that notice of the meetings be made sufficiently far in advance to allow the planning of transportation and care of children.

One parent thought it would be helpful if more news about the program would be kept coming to the home. Some sort of newsletter might serve.

Additionally, care must be taken to insure that whatever announcements are used are in a form that will get to the parent, be understood by him, and be informative about the actual point of the meeting. In some cases notices were sent home with the children--and they never got to the parent. Notices written in English were sent to parents who could speak only Spanish and who had only limited reading ability in that language. One parent had been saving these and asked the interviewer to read them to her.

A number of Mexican-American parents expressed a need for interpreters at the parents' meetings. In several cases an older sibling was used for this purpose.

Encouragingly, questions 10, 11, and 12 received a high positive response. (Between 76-80%.) Apparently those parents attending meetings, or having other contacts with the Head Start staff, felt that their opinions, ideas, and help were being sought and that their point of view was getting through.

In response to "What could be done to make it easier for parents and Head Start people to get along with each other?", no one felt that there was a problem. Here again, the need for interpreters was expressed.

As mentioned previously, one of the goals of the parent education program is to create an understanding and appreciation of how children grow and learn. When asked "Do you think that the parent program helped you to better understand your child?", sixty percent indicated that it did, though few could be explicit as to exactly how. Similarly, only 34% indicated that the way that they viewed the problems of their child's education had changed. All those that did indicate a change of view expressed a broadening of ideas and a heightening of expectations.

Forty-eight percent of the parents indicated that they had made new friends with other parents, but only 33% indicated that they had learned anything about community action. Only 50% indicated that they had learned any more about the community in which they lived, or about the social, medical, psychological or educational services available to them.

From these results it is obvious that some progress has been made toward the achievement of the goals of parent involvement, but that there is still much ground to be covered. A particular area of weakness seems to be found in the educational and community awareness functions of the program; those aspects that are designed to bring about the betterment of the family as a whole. The parents were, in general, highly satisfied with what the program was doing for the children, but seemed to lack a feeling of personal involvement on their own part.

5.4 THE STAFF'S VIEW OF PARENT PROGRAMS.

Another view of the same problem is seen in the comments of the program directors, teachers and aides. Many of the suggestions they have made for future improvement are the same as those of the parents.

One point that was stressed by teachers and program directors was that if recruitment of the children for the program could be completed earlier, efforts at parent involvement could begin sooner. One recommendation was that the teachers themselves make initial home contacts before the classroom program was underway. Such visits could serve as a personal touch to get things off on the right foot, and to acquaint the parents with their responsibilities towards its success.

An alternative or supplementary maneuver would be an organized, but informal, meeting with the parents as a group before school begins. Either a pot luck supper or an evening get-together with "light refreshments" furnished (funded as part of the program) was considered desirable by one program director. Since many of the programs began after the Fourth of July, that holiday, a traditional day for community activities, might provide an opportunity for a "get acquainted" picnic.

At least one program found that parent participation can be greatly increased by bringing the parents into the classroom for a preliminary meeting. They found that the parents got acquainted easily while using the table activities and art media used by the children. This first meeting served the dual purpose of introduction to each other and to the program. The staff was used to explain each activity and how it helps the child to organize himself and to get ready for formal classroom participation.

Whatever the preliminary procedure decided upon, it should be formulated early, planned carefully and executed with tact and skill. This initial step will go a long way towards establishing the rapport that can "make" a parent program.

The programs carried on this summer were as varied as the number of classrooms involved. Some had outstanding success and some were found wanting. Some of the techniques found effective were:

-Providing a coffee pot for parents when they "deliver" their children in the morning and when they pick them up after school. This encouraged the parents to get together briefly with each other and with a portion of the staff. It also helped to develop a warm, friendly, even neighborly feeling towards the school.

-Sewing activities were highly successful in bringing together the majority of mothers in one program. This group made clothing, puppets and other things used by the children at the school. The meetings were held in the homes and a volunteer from the community provided the advice and know-how needed.

-Having the parents sign up for visiting days. When they came they rode the bus with the children, helped the teacher in various activities, ate lunch, and then went home again on the bus. The parents often signed up for several days and were enthusiastic in keeping their commitments.

-Offering a Parent Education Lecture Series which had as its guest speakers nutritian experts, psychologists and others from the community. This series was so well received by the parents that they requested and received a bibliography of materials dealing with children and how to raise them. The books were made available to them through the school and public libraries.

-One group suggested the showing of motion pictures that dealt with common family and community problems.

-Outings for the whole family were found particularly effective by one program. This program, with thirty children enrolled, had a turnout of 125 parents and children for their Head Start picnic.

-One group of parents became so enthusiastic over the possibility of working as a group for the betterment of their community that they invited the entire school board, the superintendent of schools, the city manager, representatives from the Human Resources Commission, the president of the local PTA, and members of a number of other agencies and organizations to one of their meetings. The topic for discussion was, "Where do we go from here?" This group, in a few weeks, had developed a feeling of self-confidence, a sense of community, and a dedication to new and enlarged goals. Further, by drawing together so many interest groups, they had initiated the first major step towards true community action.

-Parents in one program were invited to come and prepare their "specialty" for lunch. Several parents did and it gave them a feeling of pride and involvement while at the same time breaking up the routine of the menu.

-Blending together the goals of a field trip with those of parent participation was a common practice with all programs. However, one program went one step further. The children were taken on a walking trip through their own neighborhood. They had an opportunity to "show off" their homes, their toys, the new baby or whatever to their friends. The parents provided a little snack at each stop and accompanied the children part of the way. The trip worked out remarkably well and was received with enthusiasm by both the parents and the children.

These were but a few examples of the many approaches tried during the summer. They are cited because they were effective. Many other interesting possibilities are presented in Project Head Start: Points for Parents. (#10)

Teachers seem in agreement that home visits are invaluable to the success of the program. The more frequent, the more successful. As one teacher put it:

"I have always done some of these, but plan to do much more in the fall. I think we made so many visits we were just expected ! (Kind of like the mailman!)"

The home visits are useful in breaking down the wall of mistrust and overcoming the barriers resulting from the parent's own feelings of inadequacy or embarassment. They are probably the most important source of rapport with the parent. Once a relationship of this type has been established the door for enlarged programs of parent involvement has been opened.

It seems essential that the Parents Advisory Committee be established as early as possible so that it can become active in both the formulation and functioning of the program. The sooner it begins to function effectively the sooner it will be able to extend its help to both the educational goals of the program and to the other parents. But, consideration must also be given to follow-up. One program has already decided it feasible and wise to continue meeting every other month so that programs begun can be pursued and so that they may take an active role in the planning and preparation of future efforts.

It has also been suggested that a full time person be hired by the school districts to work in this field. This would relieve the teacher of some of the burden for planning and contact and would make it possible, on a year round basis, to maintain contact between the Parents Advisory Committee, the teachers, and the regular school program. It would also serve to cement the connections of the school and the home so profitably begun by Head Start.

One way this might be accomplished is to integrate this program with the on-going adult education program of the school district. Funding for such a program, providing instruction and experience for adults so that they might better fulfill their roles as parent and as member of a community, seems entirely feasible under Title III of the Elementary and Secondary Education Act of 1965. Several such programs are now either operational or in the planning stages.

Whatever the plan for the future, the program for parent involvement must be considered an essential element of Head Start. Its importance should not be underestimated, and it should not be put off as a secondary consideration in the operation of the Child Development Center. Its plan and functioning should be integrally interwoven with all other aspects of the effort.

PART TWO

RESEARCH AND EVALUATION

CHAPTER SIX

EVALUATION MEASURES

6.1 BACKGROUND

6.2 THE MEASURES USED

6.3 INDIVIDUAL MEASURES

6.4 ADMINISTRATION OF THE INDIVIDUAL MEASURES

6.5 RELIABILITY

6.6 THE BEHAVIOR OBSERVATION INSTRUMENT

6.7 BEHAVIOR CATEGORY DEFINITIONS

6.8 OBSERVER AGREEMENT

6.9 THE TEACHER'S EVALUATION OF THE CHILD

6.10 THE INTER-RELATION OF THE MEASURES

6.11 SUMMARY

EVALUATION MEASURES

6.1 BACKGROUND

Two of the many problems that have faced pre-school programs for the disadvantaged have been, and continue to be, adequate evaluation and the selection of the most desirable curriculum. In many ways these are two sides of the same coin. The desirability of a particular curriculum cannot be decided until an evaluation device is developed which will differentiate the effects of curriculum, and conversely, it is not fully known whether an evaluation method is entirely adequate until it is applied over a wide range of curricula and is compared with reasonable criteria.

To develop adequate evaluational methods some consideration must be given to what exactly is meant by "the culturally deprived," or "disadvantaged" child, and how is it related to the problems of measurement? The terms, often used interchangeably, refer to those children who derive from homes which are of a poverty level, are marked by slum conditions, discrimination, and low educational level. Incidence of large families, illegitimacy, and father absence is often high. Such homes lack both the artifacts and verbal stimulation that is normally associated with school readiness. In some cases the language of the home is not English. Often adult models in the homes are incongruous with the demands of the school and the larger community.

The children generally lack intellectual stimulation, affection and encouragement in pursuit of intellectual goals.

That severe deprivation may have ill effects is not much disputed. The question of whether or not it is permanently debilitating, or the extent of its magnitude has not been clearly determined. Space does not allow an extensive review of the evidence here. Hunt (1961), Fowler (1962, 1966), Bloom et. al. (1965), Wright (1966), and Robinson (1966) are among the many who provide worthwhile reviews of the knowledge. The same authors provide summary accounts of the effects of intervention programs on intellectual development. Robinson (1966) gives fair warning concerning the problem of drawing conclusions from the available data.

Deutsch and Deutsch (1966) point out that what is needed is an adequate set of measures for evaluation. They ask the question, "On what level does one seek the deficits of the disadvantaged child?" Such a question has ramifications for both measurement and curruculum design. The answer proposed to date, at least as inferred from published reports, has been the level of global intelligence and verbal abilities. Most evaluators of pre-school intervention programs have contented themselves with using the Stanford-Binet, the Wechsler, Peabody Picture Vocabulary or some other test of global intelligence. The reported data point to the possibility of short term, possibly transient, gains in the level of IQ.

Fowler (1966) is explicit in bringing to light the limitations of global measures in evaluating intervention programs. He suggests that it is particularly inappropriate to utilize measures that have been constructed more empirically than logically. The criteria of age progression and internal consistancy used in choosing items for intelligence tests, leave numerous abilities bunched together in a single category. This means that they cannot provide the kind of adequate feedback that is needed for improving curriculum, analyzing individual strengths and weaknesses or understanding where progress takes place. Bussis and Melton (1966) argue along the same lines.

If such broad measures are not the solution, what might be? The question is two pronged. What areas are most important? How might progress in these areas be measured?

Four broad areas of development seem particularly relevant to programs such as Head Start which seek to ready children for school. They are:

1. Cognitive and language development
2. Creativity
3. Non-intellective factors including attitudes, motivation and orientation toward school work.
4. Social competency.

This list should not be construed as indicating a priority. It is also necessary to realize that a division such as this is, at best, artificial. For the teacher it is not practical to subdivide the actual classroom situation along these lines. The categories represent highly integrated aspects of the child's development. However, the division is made here to facilitate discussion and observation.

Cognitive development as it is referred to here involves the child's ability to understand, manipulate and expand upon concepts such as number, shape, size, etc. Integrally related is his ability to understand, manipulate and build with verbal symbols and express his conceptual knowledge in words.

Creativity is a concept in itself difficult to define. The most useful approach at this time is to use an operational definition. Creativity as it will be used here refers to the child's ability to expand his conceptual categories, such as roundness, to include many things that are not commonly thought of as being in that category. This has been called the capability of "divergent thinking"--the ability to seek out many answers or possibilities rather than narrowing down to a few or single "correct" responses. This also includes the child's ability to see new and unusual uses for objects that are common and familiar to him.

The child's attitudes reflect the way he views the school situation, his sense of satisfaction with himself and what he does, and the way he relates to school figures. His motivation refers to the moving forces, evolving from internal and external sources, which direct his behavior. His orientation towards school work incorporates his manner and ability in pursuit of those activities which are considered appropriate for his age level in the classroom situation.

Social competency refers to the adequacy with which the child relates to others in the school situation.

The area of non-intellective factors is perhaps most in need of amplification since it is the most often neglected. Cattell (1957), Wechsler (1950) and Hunt (1965) have pointed to the importance of personality and motivational variables which enter into the measurement of intelligence and cognitive development. Wechsler insists that personality traits enter into the effectiveness of intelligent behavior and that general intelligence cannot be equated with intellectual ability, but must be regarded as a manifestation of the personality as a whole. Robinson (1966) also agrees that development in the emotional sphere is, in part, a function of the development in the intellectual realm and vice versa.

Karp and Sigel (1965) emphasize the need for teachers to distinguish between limited opportunity and the lack of motivation as causes of poor achievement. For some disadvantaged children a special educational situation, no matter how enriched, does not bring about the desired improvements. Such programs must have some meaningful relationship to the idiosyncratic character of the intellectual, social, and emotional functions of the child.

Urdal (1963) suggests that evaluation programs must incorporate a wider range of testing. The child's way of coping with strange and new situations will have a tremendous influence upon his cognitive development. If strong emotions or defensive motivations intervene between the child and his environment it seem logical that these would have the same retarding effect as deprivation.

Recent studies in achievement motivation have begun to indicate the importance of what has been called the "generalized impetus toward productive activity." Disadvantaged children have been reported to be less highly motivated for academic and vocational achievement than their upper and middle class peers. (Sewel et.al. 1957). McCandless (1952), Bayley and Schaefer (1964), and Sontag, Baker and Nelson (1958) have reported evidence which indicates that children with a high degree of achievement motivation tend to become brighter as they grow older. Those who are not so motivated tended to decline in intelligence as measured by standard IQ tests.

The socially disadvantaged child has been described as being more concrete and inflexible in his functioning than the middle class child. Riessman (1962) suggests that such a child's thinking is more content centered than form centered and his reasoning is more inductive than deductive. Ausubel and Ausubel (1963) found that deprived children depend more on external as opposed to internal control. Luria (1960) has attempted to show the mediating influence of language in control such as this.

According to Jean Piaget (1951),one of the most important changes that takes place in the child during the period between two and five is the gradual objectification of external reality and the beginning of self-awareness. One of his strongest convictions, repeated in many of his writings (1926, 1950, 1951, 1952), is that a thought becomes aware of itself, able to justify itself, able to proceed without contradicting itself, only through repeated interactions with a social environment. Especially important are situations where the child is forced to see the other person's point-of-view. He suggests that the child begins to see the other's point-of-view at about age four or five. This ability provides a reference for the concept of the self. The child develops his self-expectations and his expectations of the responses of others towards him. Edwards and Webster (1963) found that favorable self-concepts were related to high aspirations and to greater academic achievement. Many writers (see Pettigrew 1964) have noted depressed self-concepts in Negro and lower socioeconomic group children.

Lastly, the culturally deprived child has some special difficulties because the school learning environment and materials are so very different from the settings which are familiar to him. Deutsch (1963) has concluded that in lower class homes the lack of visual stimulation, plus the presence of much noise, fosters inattention and poor concentration. The reduced physical activity of the school and the demands for long spans of attention are completely alien to him. It is difficult for him to learn to be quiet and to attend to the flow of words from the teacher. He may have never been encouraged to complete a task he has begun.

In general, the deprived child appears much as the children, though to a lesser degree, in the early Goldfarb studies (1943, 1945). Many of the child's difficulties arise from his inability to use language in a time-binding and mediating fashion. He is unable to set long range goals and proceed towards them in an orderly fashion. The variables of attention span, self concept, motivation, impulse control, concreteness of thought, ability to see the other person's point-of-view, and orientation to school activities all seem particularly relevant to school readiness and ultimately to academic and social success. As such it seems wise that they become an integral part of the evaluation of pre-school programs for the disadvantaged.

In sum, the evaluation of programs designed to improve the chances of academic success of the culturally disadvantaged must go beyond the dimension of measuring intellectual development in the narrow sense. A wide range of variables falling into four major categories seem important. These include cognitive development, creativity, development in non-intellective factors such as attitudes, motivation and orientation to school activities, and social competence. If the school program is to be effective it must be committed to broad scale goals covering all these aspects of child development. Evaluation must parallel the endeavor so that it may provide adequate feedback information for curriculum design and identification of the remedial needs of the child.

6.2 THE MEASURES USED.

What methods might be used to reliably measure the development in these broad areas? When this question was asked, no one measuring instrument or method seemed entirely appropriate. For purposes of this research and evaluation project, a three pronged attack was decided upon. Each has its unique advantages and, taken together, it is felt they approach a truly comprehensive view. These were:

1. Individual testing using measures deemed appropriate to the age level of the children and getting at areas important to the goals of a pre-school program for the disadvantaged.

2. Objective observation of the child's classroom behaviors which are important to the school situation and yet reliably observable.

3. A quantifiable evaluation of the child by the teacher along similar categories and overlapping the variables measured in the individual testing.

In the succeeding sections of this chapter the three methods of measurement are described, their theoretical framework is discussed and they are related to each other. Table 6.1 indicates the coverage provided in each of the four areas of concern by the three approaches of measurement used.

TABLE 6.1

EVALUATION MEASURES

	INDIVIDUAL MEASURES	BEHAVIOR OBSERVATIONS	TEACHER EVALUATION
COGNITIVE & LANGUAGE	Point of View Numerical correspondence Mean number morphemes per utterance Story quality	Verbalization to T. Cognitive Verbalization to other C.	Communicating wants Investigates unfamiliar situations Use of conceptual language Verbal contacts
CREATIVITY	Ideational Fluency-originality Unusual uses-originality Ideational fluency-fluency Ideational fluency-non-concrete Unusual uses-fluency Unusual uses-category change	Original responses	
NON-INTELLECTIVE FACTORS	Impulse control Picture complexity	Task orientation Affect Motivation Motility Response to T. Seeks support, help affection or approval Seeks recognition for achievement	Continuing in activities Sustained interest Performing tasks Dependence upon adults Accepting limits Decision making Coping with unexpected situations Effecting transition Changes in routine Seeking help Sex differentiation
SOCIAL COMPETENCE		Freq. of interaction with other child Nature of interchange Friendliness Dominative/submissive Sharing behavior Competitive behavior Response by other C. Friendliness of response Dominative/submissiveness of other Sharing behavior of other. Competetiveness of other Social work Social motivation	Borrowing Sharing Playing with others Initiating involvement Taking turns Disrupting Dominance Reaction to frustration Response to unfamiliar adults

6.3 INDIVIDUAL MEASURES

A battery of seven individually administered measures were given to each child in the sample (see later section.). These provided a total of twenty-four scores for each child. The tests included:

1. Point-of-view selection
2. Ideational fluency
3. Unusual uses
4. Attention span with an abstract picture stimulus.
5. Impulse control
6. Conservation of numerical correspondence
7. Verbal

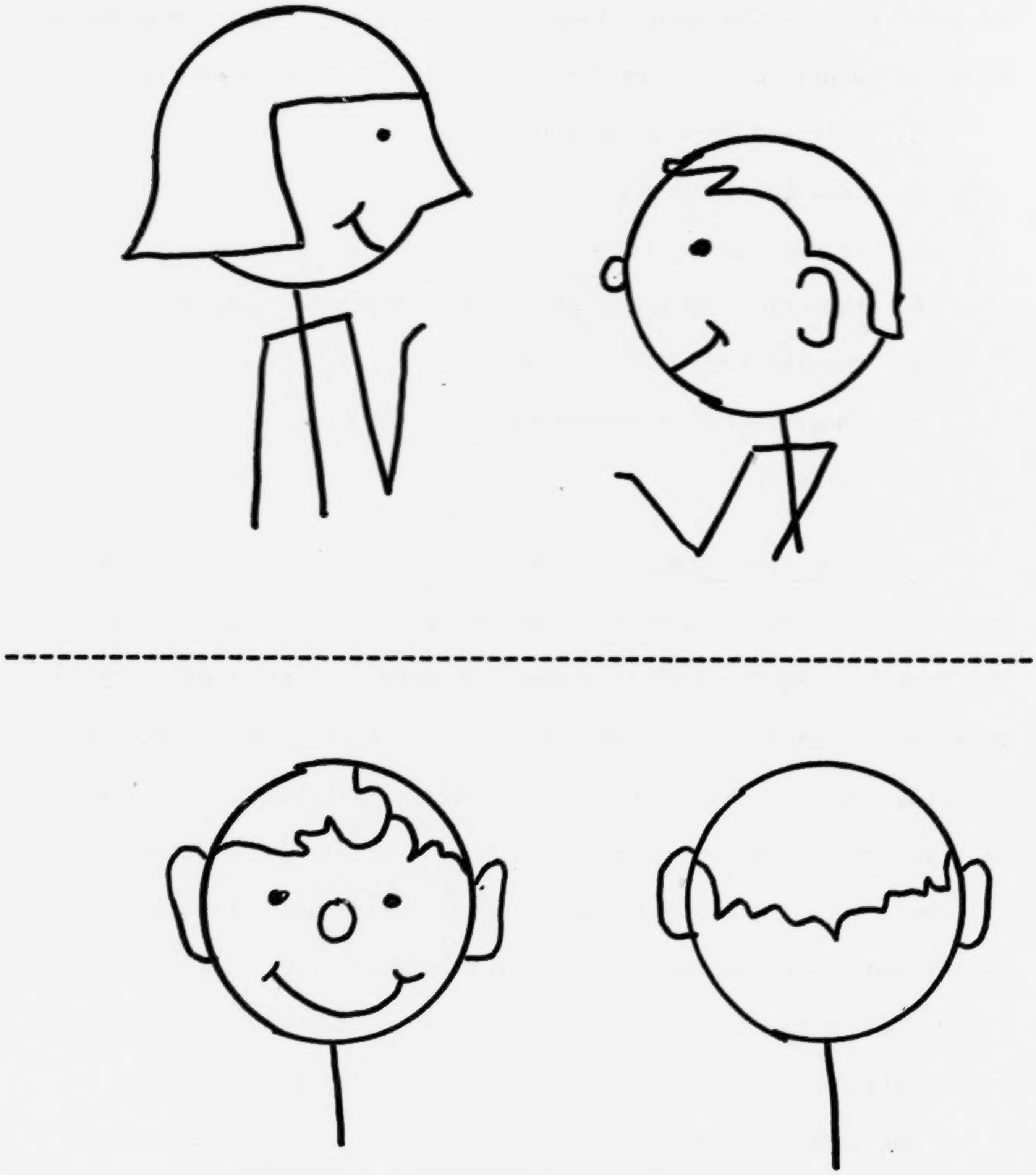
Point of View Selection. This instrument was adapted from a group test design formulated by the Educational Testing Service for the New York City Public School System. (Tanaska, et. al. 1966). It is based on the extensive researches of Jean Piaget (see Piaget, 1963; Flavell, 1963; or Hunt, 1961). Its underlying assumption is that the lack of experience, both manipulatory and social, causes the child to remain in an egocentric stage of development and prevents him from seeing and understanding alternative points of view. This limits "learning" or the ability to benefit from instruction and also has ramifications for the development of the child's self-concept.

The task presented the child with a stick drawing of a small boy talking to his older sister (see figure 1). The child then received a two choice option (bottom of figure 1) and was asked,

> "When Mary looks at her little brother what does she see, this -- or this?"

Next he was asked,

FIGURE 6-1



POINT OF VIEW

"When Mary's little brother looks at her, what does he see? This---or this?"

A new set of response alternatives was presented.

The first stimulus picture then was removed and the second presented. The child was told,

"This is a picture of Mary talking to Tommy. When Tommy looks at Mary, what does he see? This or this?"

In each case after the presentation of the stimulus picture and during the questioning, the two response choices were placed before the child. The order of presentation was randomized by shuffling after each presentation.

These choices, which seem so easy to adults, have been found to differentiate sharply between children of this age group. The test also has the advantage of having a high correlation with intelligence as measured by the Stanford-Binet but low correlation with other tests in the battery (see Table 6.2).

Ideational Fluency. This measure involves eliciting free responses to two concepts, round and sharp. It was derived from the work of Guilford (1956). The child was asked to tell all the things he could think of that were round, or could be round. As they were stated they were written down by the tester. The tester remained silent and did not pressure the child with either verbal encouragement or inquisitive facial expressions. If the child stated that he could think of no others, he was told that he could tell the tester additional ones as they occurred to him any time during the remainder of the "play" session. The same procedure was followed for "sharp."

TABLE 6.2

INTERCORRELATION*+ OF INDIVIDUAL MEASURES

	IQ	POV	AS	IF/F	IF/O	IF/NC	NC	MSL	SQ
Intelligence**	X	.65***	.15	.32	.02	.41	.63	.56	.60
Point of View		X	.15	.05	-.09	-.08	.17	.22	.05
Attention Span			X	.58	.46	.61	.34	-.05	.09
Ideational Fluency				X	.83	.53	.42	.29	.29
Ideational Fluency Originality					X	.76	.18	.16	.19
Ideational Fluency Non-concrete Response						X	.58	.05	.33
Numerical Correspondence							X	.41	.68
Mean Sentence Length								X	.71
Story Quality									X

*Intercorrelations obtained during the pilot study using the above measures.

**Stanford-Binet

***Correlations are not corrected for attenuation. N=22 for all correlations except those involving Stanford-Binet where N=18.

+ A .40 correlation is required for significance at the .05 level where N=18 and .36 is required where N=22.

A total of nine scores were obtained from this data. These included a response frequency for round, for sharp and for the two combined.

As the tester recorded the responses he noted whether or not the cue for the response was present in the environment. Those responses not elicited by the specific environment were classified as non-concrete. For example, a response of "apple" for round was marked non-concrete if no apples were immediately available in the environment, whereas a response of "doorknob" was considered concrete since a doorknob was a prominent feature of the small room used for testing. Judgments of this type were readily made by watching the child's gaze as he sought additional responses. Scores were then obtained for the frequency of non-concrete responses to round, sharp and the total of the two. This measure was devised to get at the content centered nature of the intellect of the disadvantaged child that was mentioned earlier.

Thirdly, the responses were marked for originality. Each program was treated separately for this purpose. All the responses to each concept given by the children within a program were pooled to obtain the frequency that each response was given. Those that were unique to the individual were marked as original and again three scores were obtained.

The method of treatment was different than usually used with this test. The usual procedure calls for the pooling of the entire sample. However, it was early noted that certain characteristic responses resulted from the environment in which the test was administered. For example, with one group there was a fish bowl in the room used for the examination. Hence, fish bowl was a common response for round with this group, whereas in another group where no such cue was available, only one child gave that response.

Unusual Uses. This test again calls for the production of a variety of responses. In particular, it requires the divergent production of class ideas which Guilford (1959) believes to be a unique factor of the intellect called "spontaneous flexibility." Two common objects, a cup and a newspaper were presented to the child, one at a time. He first identified them; if he could not, they were identified for him. He was then told, "Tell me all the things you can think of that you can use a cup (newspaper) for." Again the examiner wrote down the responses, and neither hurried nor pressured the child.

Nine individual scores were obtained. These included response frequency, originality and category change for cup, newspaper and the combination. Frequency and originality scores were obtained in the same manner as in the previous test. The nature of the responses obtained determined the category change score. For example, "drink water out of it," and "drink coffee," were considered to be uses in the same category. "Put rocks in it," and, "wear it as a hat," were not. Similarly, for newspaper, "use as a place mat," and "use as a tablecloth," represented one category of response whereas "cover the wall" and, "paint pictures on it," represented two. In cases where question arose in this determination, the matter was discussed and agreement was reached by the two judges.

Attention Span. This test involved timing with a stop watch the gaze the child directed at each of the three abstract pictures graduated in complexity. Deutsch (1963), concluded that the lower socioeconomic class home, because of the lack of visual stimulation, fosters inattention and poor concentration. The ability to pay attention to, and concentrate on, abstract symbols is thought to be important to reading readiness.

Each picture was presented to the child and it was explained that he might look at them for as long as he wanted. He was asked to indicate when he was through. Timing began when the child received the picture and was interrupted at the first indication that his gaze wandered, though he may not have indicated he was through. If he returned to the picture within a reasonable time, it was begun again, this continuing until such time as he gave back the picture or his attention wandered and showed no indication of returning. The cumulative time spent on each picture was recorded. The mean for the three was the score used in the analysis.

The first picture consisted of twenty-five one inch lines joined at acute angles and one circle. The circle was outlined in a single color. The second was made up of fifty lines, two circles and two colors, and the third, seventy-five lines, three circles and three colors.

Impulse Control. This test stems from the research of Luria (1960) on the verbal regulation of behavior. As mentioned previously, deprived children rely more on externally imposed control than on internal control, yet, the need in school and in life is for internal control of behavior. To measure the extent to which internal control is operating, the child was first shown a squeeze-type bicycle horn. The tester blew the horn once and then asked the child to hold it for him while he did something else. The child was told that he could blow it, but he could only blow it once. The tester then started his stop watch, busied himself with his papers, and counted the times the horn was blown during a one minute period. A check was recorded in the appropriate box on the data sheet (see Appendix B).

Conservation of numerical correspondence. This measure derives from the work of Piaget and his associates. A line of seven poker chips was set out by the examiner in front of the child. The child was given a stack of chips and asked to "make a line next to mine that is just the same as mine." When the child had made his line, and the examiner had noted the number of chips in it, the child was asked if his line had as many chips as the examiner's. If he indicated that it did (whether or not that was actually the case), the examiner expanded his own line and asked, "Now are they the same, or do you or I have more?" If the child indicated that he or the examiner had more, he was told to make them the same again. When it was agreed that the lines were again the same (after the child had either adjusted the number of chips or the length of his line) the examiner drew his chips into a pile and asked, "Now are they the same, or do you or I have more?" Such manipulations continued until the examiner felt confident as to where the child should be scored on the rating scale. The scale is presented in the appendix.

Verbal Measures. A family of five dolls was given to the children. The dolls were attractively dressed in brightly colored felt clothing. Their complexions were tan and could easily be accepted by the Negro and Mexican-American children, yet they were light enough so they did not seem to affect the white children differently.

The children were given the dolls and were asked to tell a story about them. The responses were taped and then transcribed. They were evaluated for the mean number of morphemes per utterance. The utterance was determined by either a long pause or a change of thought.

A morpheme is any word or part of a word, as an affix or suffix, that conveys meaning and cannot be further divided into smaller elements conveying meaning. For example, "He want go home now," contains five morphemes while "He wanted to go home now," contains seven.

The number of morphemes in each utterance was counted and then the mean number of morphemes was computed.

Additionally, the stories were read and rated for quality along a four point scale. Werner and Feldman (1963), among others, have indicated the value of measuring the child's skill in constructing and telling a story as a measure of reading readiness.

The scale used is indicated on the score sheet in Appendix B.

6.4 ADMINISTRATION OF THE INDIVIDUAL MEASURES.

The individual measures were administered primarily by three young women specifically trained for the task. The training consisted of a two-week period of theoretical and practical work, including the practice testing under close supervision of a group of pre-school children in a local day care center. Two of the testers were Mexican-American and one Negro. An effort was made to match the ethnic background of the tester and the testee wherever possible. In some cases the authors did the testing. In all cases (except control group 1) each of the testers administered the measures to a portion of the children in the program. Therefore, any bias due to the particular tester was distributed through all groups.

The testers were given the names of the children to be tested in advance and they then entered the classroom and played with the child briefly. They were able to strike up a rapport with the child in the classroom and on the way to the testing location, and, in general, to put the child at ease before beginning the actual measurement. In some cases, where the children were particularly shy, a teacher or aide was asked to accompany the child to the testing room.

If it was felt that the Mexican-American child's use of English would be a limiting factor in the results, the tests (with the exception of the verbal) were administered in Spanish. In one case the test was translated into Japanese. This was felt advisable in so far as the performance on the tests was related to understanding the directions. (Numerical correspondence in particular is significantly correlated with some of the verbal measures.)

The scoring of the test was designed to be as objective as possible, and required a minimum amount of inference on the part of the person doing the administering. The transcription of the tapes and the marking of the verbal measures was done by the authors.

6.5 RELIABILITY.

During the fourth and fifth weeks of the program a small* sample of children from the programs studied, were administered the individual measures with an interval of seven days between pretest and post test.

---

* N=9, a correlation of .58 is required to be significant at the .05 level.

The correlation between pretest and post test results were computed. The coefficients of stability thus obtained are presented in Table 6.3

TABLE 6.3

COEFFICIENTS OF STABILITY

Test	r	Test	R*
Point of View	.56	Ideational Fluency (Frequency)	.92
Attention Span	.55	Ideational Fluency (Originality)	.73
Numerical Correspondence	.82	Ideational Fluency (non-concrete)	.81
Impulse Control	.74	Unusual Uses-Frequency	.86
Morphemes/utterance.	.73	Unusual Uses-Originality	.49
Story Quality	.79**	Unusual Uses-Cat. Change	.73

* Correlations in this column are Rank Order Correlations

** Interscorer reliability was found to be .90.

6.6 THE BEHAVIOR OBSERVATION INSTRUMENT

The development of the Behavior Survey Instrument has been described in detail elsewhere (Katz, Peters & Stein, 1966). A sample of the modification used for this evaluation is included in Appendix B. The procedure for use is the same as discussed in the above reference.

In the present study, two trained observers each rated from five to ten children throughout a full class session. The observer watched the child's behavior for a brief period (usually ten to twenty seconds) and categorized what was seen along the variables outlined on the form. He then went on to the next child and followed the same procedure. The

total time involved in observation and recording was approximately two minutes. Therefore, each child came under the observers' scrutiny approximately every ten to twenty minutes. Ten observations were made of each child and these were spaced to provide a reasonable picture of the child's behavior in a variety of activities.

6.7 BEHAVIOR CATEGORY DEFINITIONS

The definitions which follow were those used by the observers. They cover the areas that were considered useful and important to the present study. These have proven amenable to observation in a variety of classrooms.

1. TASK ORIENTATION.

This broad category of behavior described the child's orientation, attention or involvement with respect to whatever tasks the teacher has prescribed, or whatever tasks can be assumed to be appropriate to the school setting. "Tasks" are defined as "work" or "play" set up by the teacher.

A. Attentive to Teacher: This is defined as attending to the teacher when she is offering information, giving instructions, directions or guidance related to a prescribed task.

B. Strongly intent on individual work: This is defined as the child working alone at teacher-prescribed or teacher-appropriate tasks and also showing a strong interest and absorption in his work. He is undistracted by the activities around him.

C. Intent on Individual work: This is similar to category "B" but the child's interest is less pronounced. He may occassionally look up from what he is doing, but he returns to it with evident purposefulness. He is involved in the work.

D. Disinterest: The child does not appear interested or engaged in any task, or in group activity. He fidgets or daydreams.

E. Attentive to other child: The observed child watches another child or group of children. This behavior may or may not be

relevant to a teacher-appropriate task.

F. Social work: The child is engaged in conversation and/or cooperative work with other children. The interaction is task-related.

G. Intent on non-teacher prescribed work: Characteristic of this orientation is that the child is involved in work which the teacher would not be expected to assign or construe as appropriate at the moment. The child may be continuing work begun, even though the teacher has asked for a transition to a new activity.

H. Aimless wandering: The child roams about the room without evident purposefulness. He does not stop for any length of time to observe others or to become involved in any one activity.

I. Disruptive: Characteristics of this behavior include: negative attention-seeking, horse-play, fighting, running around the room, and any other behavior which tends to upset the on-going school activity.

2. AFFECT.

This category describes the extent to which the child derives pleasure, fun, and satisfaction from whatever he is doing at the moment of observation. The child is rated as follows: A. High, B. Moderate, C. Low, D. Listless. The latter is defined as behavior indicating a lack of desire to become engaged in activities of any sort. It is a general attitude of indifference and apathy.

3. MOTIVATION

This broad category relates to those incentives or needs involved in the child's activity.

A. Mainly Sensory-motor: Behavior motivated primarily by the pleasure to be derived from the sensory and/or motoric aspects of a given task; e. g. apparent satisfaction from the body movements of dancing rather than from the social aspects, cleaning a table with a sponge and enjoying the sensory aspects of the task.

B. Mainly Achievement: Behavior motivated primarily by the sense of competence, mastery, and achievement to be derived from a given task or classroom activity. Apparent striving to attain some standard of performance or perceived expectation of performance. Shows evidence of comparison with either internal or external standards; e.g., the child working at a letter board and attempting to spell his name, or working to climb higher than his companion on the jungle-gym.

C. Mainly Social: This is behavior motivated primarily by the satisfaction to be derived from interactions with other people through a given activity or task. No achievement or competition is involved. Examples include: dramatic play, the exchange of affectionate gestures, and other friendly activities.

D. Routine Compliance: The main characteristic here is that the child responds to the teacher's request or to a classroom activity in a routine, automatic, and uninvolved way.

4. COGNITIVE.

This broad category has to do with behaviors in which processing and seeking information are salient and apparent. This is usually easier to observe in the more formal or structured parts of the classroom activity.

A. Seeking Information: This is generally observed through the child's verbalizations, and usually consists of posing questions. It may occur in a group situation or with the teacher alone, or with other children.

B. Offering Information: The observed child offers to another or to the group, some relevant information usually related to on-going activities.

C. Curiosity and Experimentation: This behavior includes the exploratory manipulation of materials; showing an interest in novel events in the environment. The behavior marked in this category is usually non-verbal; e.g., experimenting with a weighing balance by placing objects onto the scales, or mixing colors while painting.

D. Following a cognitive plan: This behavior indicates that the child has some work-goal or plan in his mind for whatever task he is undertaking. The behavior shows some awareness of the sequences of behavior he intends to perform; e.g., putting together an elaborate arrangement of train tracks with the intent of making a continuous circuit.

E. Problem Solving: This is behavior which appears to involve figuring out something, discovering an unknown method, or overcoming an obstacle to some plan. It is differentiated from C above in that the goal is clear, and from D in that the sequence of behaviors to be followed is unknown. An example would be figuring how to get something from a shelf that is beyond reach.

In instances where a specific concept is involved, e.g., number in a counting exercise, the self-explanatory categories F through K may be marked.

Where no apparent cognitive activity is taking place, or in circumstances where the observer could not be sure of a correct designation, the none (N) category was applied.

5. MOTILITY.

This is defined as the general style, manner, and speed of the child's body movements. A.-seems to move freely in the environment; B.-about average motility for the situation under observation; C.- constricted movements, the child appears tense and restrained.

6. INTERPERSONAL BEHAVIOR.

This broad category concerns aspects of the interactions between the observed child, the teacher, and the other children.

6.1 Child & Teacher: The descriptive labels under this category are self-explanatory. If there is any interaction involving the observed child and the teacher, each box under 6.1 is filled in.

6.2 Observed Child to other Child: If there is any interaction between the observed child and other child, each box in this category is filled in.

6.3 Other Child to Observed Child: Same as above.

6.8 OBSERVER AGREEMENT

To establish inter-observer reliability two trained observers made simultaneous observations on the same children, scoring independently and without knowledge of the other's judgements. A total of 100 observations were made in this manner with each scoring involving 24 separate judgements (one for each category or sub-category). The overall percentage of agreement* thus obtained was 84.6%. The inter-observer

---

*The percentage of agreement was obtained by the following:

$$\frac{\text{Number of Agreement}}{\text{Number of Agreements + Number of Disagreements}}$$

Non-occurrence of a behavior (e.g. no interaction) was included in this calculation.

agreement for specific categories is listed in Table 6.4.

TABLE 6.4

INTER-OBSERVER AGREEMENT

Category	%Agreement	Category	%Agreement
1. Task Orientation	.78	6.2 Obs. Child to Other	.88
2. Affect	.74	Interchange	.83
3. Motivation	.64	Friendly	.84
4. Cognitive	.74	Domination	.83
5. Motility	.77	Sharing	.91
6.1 Child to Teacher	.94	Competition	.98
Response to T.	.92	Verbalization to C.	.97
Seeks support	.90	6.3 Other to Obs. C.	.96
Seeks recognition	.86	Interchange	.91
Verbalization to T	.91	Friendly	.93
		Domination	.94
		Sharing	.96
		Competition	.98
		Verbalization	.96

The degree of agreement obtained was considered highly satisfactory for this type of instrument. The motivation category had a lower percentage of agreement for at least two reasons. This category requires the greatest amount of inference on the part of the observer (motivation is neither tangible nor visible but must be inferred from surrounding circumstances. Secondly, many behaviors stem from multiple or supplementary motivations. Despite this fact it was necessary for the observer to decide the predominant motivation and fit it to the categories prescribed. The decision, though difficult, can be made and the percentage of agreement achieved was considered satisfactory.

6.9 THE TEACHER'S EVALUATION OF THE CHILD

The third instrument used was a three part questionnaire with which the teachers evaluated each child during the third and eighth weeks of the program. It was felt that by the third week the teacher would be thoroughly familiar with her children and would be able to provide a detailed evaluation. During the last week of the program she would again be able to reflect upon the child's progress and make certain judgements as to his school readiness.

The development of an instrument of this type has certain unique difficulties, not the least of which is the selection of the correct phraseology. No question will ever be interpreted by all teachers in the same way, and, in fact, even the most carefully constructed item may leave some teachers speechless. To minimize such problems, and because of the demands of time, it was decided to adapt two existing questionnaires to present purposes. Part One of the form, items 1 through 19, was adapted from a Social Competency scale of Dr. Samuel Levine and Freeman F. Elzey at San Francisco State College.* Each multiple choice item is graduated from least desirable to most desirable behavior. For example in item number four the teacher's choices range from, "He does not verbalize his wants; acts out by pointing, pulling, crying, etc." to "Nearly always verbalizes his wants."

The data obtained were treated in two ways. For all programs the frequency of a particular response (for the whole group) was computed and converted to percentages. In addition, for the programs under intensive study, the evaluations for each child were graded by simply assigning numbers to each response in the following manner: A=1; B=2; C=3; D=4; E=5. (It should be noted that in some cases there is no "E" response to the question.)

---

*Developed under a grant by the USOE project #3277.

Part Two was adapted from a Preschool Behavior Rating Scale based on the Erikson (1950) developmental stages. This scale, developed by Dr. Mary Lane at San Francisco State College, provides definitions for the extremities of the scale, but leaves the interpretation of the middle ground to the person doing the rating. For example number seven, (TE2-7):

Dependence on adults:

Depends upon adults for directions or for carrying out activity.	1	2	3	4	5	Proceeds on his own without dependence on adults.

In general, a movement from response "A" or "1" to response "D," "E," or "5" indicates improvement in the child's behavior for the category concerned. The responses marked by the latter categories are those generally considered to be desirable in the classroom situation.

Since alternate forms were not available, each item covered a somewhat different aspect of behavior, and no two people had the same opportunity to deal with the child in the same capacity during the same time period, these three usual methods of obtaining reliability were ruled out. Further, since the forms put a considerable burden on the time of the teacher, it was not considered possible to evaluate the reliability of this measure at this time.

6.10 THE INTERRELATION OF THE MEASURES.

Table C-1 (Appendix C) presents the Pearson Product Moment correlations among the three measuring instruments used in the study. Several considerations should be kept in mind when viewing these results. First, the correlations presented are representative values in the sense that they include pretest and post test data from four programs.* They represent teacher evaluation forms from eight teachers, individual measures administered by three testers, and behavior observations of two observers. Since the concern here is to show the inter-relation of the measures as they are used in the evaluation and comparative studies which follow, no attempt was made to sort out these possible sources of variation at this time.

Secondly, for a correlation to be considered statistically significant it must reach a value greater than or equal to .30. A value below this level must be considered a chance variation from zero.

Thirdly, some of the measures listed are drawn from a common source of raw data. Measures thus derived, though theoretically they seek to delve into different aspects of behavior, have a common limit. For example, the frequency of responses in the ideational fluency measure (IT2f) sets the upper limit on the number of original and non-concrete responses that are possible. (Items IT2O and IT2NC). Similarly, the frequency of occurrence of a particular sub-category of social interaction on the Behavior Survey Instrument has a limit set by the initial decision as to whether or not social interaction of any type had occurred.

---

*In all cases the pretest data from one instrument was compared with pretest data from the others, and post test data with post test.

Finally, it appears that a "Halo" effect was operating in the response to the teacher evaluation forms. The interrelation of the items on this form, whether dealing with language, social behavior, or whatever, are consistently positive and with many reaching significance. It appears that the teacher's overall impression of the child pervades her responses to individual items. Two exceptions are found in items TE2-4 (Sex identification) and TE7 (Playing with others). On both items the children were consistently marked at the upper limit of the scale and little attempt was made to differentiate between children. Item TE2-4 had a mean of 4.47 on a five point scale, and Item TE7 had a mean of 3.46 on a four point scale.

When the three measures are viewed in light of the four broad categories to be studied the following results are seen:

1. Verbal and Cognitive Measure: When the two behavior survey items are removed from discussion it is clear that the six remaining measures are in moderate agreement concerning the child's verbal ability with 13 of 15 correlations reaching significance. Table 6.5 is presented for convenience.

TABLE 6.5

VERBAL ABILITY

	IT7	IT8	TE4	TE2-2	TE2-3A	TE2-3B	BS6.1	BS6.2
IT7 Mean Morphemes	XXX	.73	.37	.25	.30	.25	.10	.20
IT8 Story Quality		XXX	.48	.31	.37	.33	-.12	-.17
TE4 Comm. Wants			XXX	.56	.50	.57	.30	.02
TE2-2 Concept. Lang.				XXX	.68	.69	.06	.16
TE2-3A Verb. Contacts					XXX	.87	-.02	-.08
TE2-3B Fluency						XXX	.13	.01
BS6.1 Verb to T.							XXX	.35
BS6.2 Verb to C.								XXX

The measure of mean number of morphemes per utterance correlates significantly with two of the teacher evaluation items and approaches significance with the two others. The story quality measure reaches significance with all teacher evaluation verbal items.

The two Behavior Survey Instrument categories, reflecting the observed frequency of "confident" verbalization by the child with the teacher and with other children, are a measure of something quite different. Only one correlation reaches significance with other measures, and this is with the teacher's evaluation of the child's ability to verbalize his wants. It is possible that the teacher's response to this may have been colored by the frequency of her contacts with the child as well as by her qualitative assessment of his ability to express himself during such contacts.

The most readily noticed fact about the cognitive variables is their lack of relationship with each other, and their relative independence of verbal ability. Further, the Point of View item (IT1) and the Behavior Survey item (BS4) for the most part unrelated with the other measures used in the study. To some extent this may be due to the lower level of reliability of these items. The significant relationships between the individual test of numerical correspondence and the verbal ability measure (IT7) as well as with Impulse control (IT5) and performing tasks (TE3) suggests that this measure is strongly influenced by the child's ability to utilize language to mediate behavior.

It is apparent that in future studies of this nature, greater emphasis should be placed on the balance and reliability of the cognitive measures used. Verbal ability seems adequately covered, but the more subtle aspects of cognitive development have not been satisfactorily tapped.

2. Creativity: The creativity measures employed are highly interrelated as might be expected. They are related to verbal ability with ideational fluency being more heavily weighted in the verbal than the unusual uses measure. This seems reasonable in as much as in the latter the child has the object before him and is not required to understand a concept presented to him verbally.

Both creativity measures are independent of the characteristics and abilities measured by the other individual cognitive measures and of the behaviors covered by the Behavior Survey instrument. The large number of significant positive correlations between these measures and the majority of items on the Teacher Evaluation suggests the possibility that the "Halo" effect of the latter is influenced by the child's verbal ability. A second common factor has undoubtedly to do with the child's response to adults. Item TE17 (Response to unfamiliar adults) which categorizes the child's behavior from avoidance and withdrawal to "readily moves towards unfamiliar adults" correlates significantly with all items of Ideational Fluency.

3. Non-intellective Factors: The most notable result viewed here is the clear differentiation between the items on the TE form and those obtained from the Behavior Survey Instrument. Also many of the non-intellective measures show a relatedness with the verbal measures. Only seven of the twenty-three measures do not have positive correlation which reach significance with at least one of the verbal measures.

Some categories of behavior show a clear agreement between measures such as the category of Resists or ignores teacher's request (BS6BC) which correlate +.34 with decision making (TE2-5) and -.35 with dependence on adults. Positive correlations between Continuing in activities (TE1), Performing tasks (TE3), Sustaining interest (TE2), Impulse control (IT5), and Attention Span (IT4) seem consistent with intuitive notions. However, the correlations between these variables and Task Oriented behavior (BS1BC) and Achievement Motivation (BS3B) do not reach significance.

4. Social Competency: Here again, many of the same comments

may be made. The measures show a consistency within themselves, but not with each other. This is true even in cases where the topics covered are the same. For example BS6.2 Sharing, and TE6 Sharing are both designed to evaluate the child's willingness to share in a social situation. However, the two do not correlate. At least two factors may be contributing to this lack of agreement. First, the behavior sampling done by the outside observers represents behaviors seen at intervals throughout a single classroom session. It is possible that the observations made were not truly representative of the child's general classroom behavior. Alternatively, the teacher's evaluations seem to be colored by her generally favorable or unfavorable impression of the child, and this overriding effect may be sufficiently strong to hide real differences. In other words, the Behavior Survey Instrument has the advantage of being objective though the period covered is brief, and the Teacher Evaluation forms, while marked after intensive interaction with and observation of the child, may not be objective.

6.11 SUMMARY

Four broad areas of development were considered important in the evaluation of a pre-school program such as Head Start. These were:

1. Cognitive and language development
2. Creativity
3. Non-intellect factors
4. Social Competency

To measure development in these areas a threefold approach was considered desirable. These included individual testing, classroom behavior sampling, and evaluation of the child by the teacher. Taken together they provide adequate coverage of the four areas desired. The measures have been described in detail and sample of the scoring sheets are included in Appendix B. Reliabilities were measured and seem adequate.

CHAPTER SEVEN

EVALUATION

7.1 NON-TECHNICAL ABSTRACT

7.2 THE SAMPLE

7.3 INDIVIDUAL MEASURES

7.4 BEHAVIOR OBSERVATIONS

7.5 TEACHER'S EVALUATION OF THE CHILD

7.6 GAINS IN RELATION TO AGE

7.7 THE EFFECTS OF PARENT INVOLVEMENT

7.8 DISCUSSION AND CONCLUSIONS

CHAPTER SEVEN

EVALUATION

7.1 NON-TECHNICAL ABSTRACT

A sample of sixty-four children representing four programs was studied in depth. The individual testing, the classroom observation, and the teachers' evaluations all showed a considerable improvement in the children over the course of the eight weeks of Head Start. Comparisons with other deprived children indicated that the Head Start children entered school better prepared for the year ahead. Comparisons with a lower-middle class group of primarily Caucasian children indicated that the Head Start children entered school on an equivalent, or slightly better, footing.

Particular areas of improvement included language and verbal expression, flexibility of thought, understanding and use of basic concepts, attention span and self-control. The Head Start children also seemed to achieve a degree of social adjustment and an independence from adults. They get along better with their classmates and need less support from teachers. They ask more questions, offer more information, work together and seek success.

In general, the results are quite favorable and are rewarding for the efforts expended.

7.2 THE SAMPLE

A total of sixty-four children from four of the seven Head Start programs in San Mateo County were studied in depth. Data, including individual measures, classroom observations, and teacher evaluations were available on each. Additionally, teacher evaluation information was available for a total of 292 Head Start children.

A rough socio-economic equivalence was enforced from the outset by the Office of Economic Opportunity income requirements for enrollment. More than ninety percent of the children in the sample qualified under these requirements (see previous discussion in chapters 2 and 3). Most of the children were from welfare recipient families. The ethnic breakdown of the group is seen in Table 7.1.

TABLE 7.1

Percentage Ethnic Distribution of Subjects

	N	Caucasian	Negro	Spanish	Other
Sample	64	18	62	14	6
Controls 1 & 2	29	42	55	3	0
Head Start (Total)	292	28	42	25	5

The unduly large proportion of Negro children in the sample is the result of the choice of programs to be studied. This selection was based on considerations for the comparative study (Chapter 8). While the difference in proportion from the total Head Start population of the county is significant,* the sample is representative of the four programs from which it was selected. Further, it was felt that if an imbalance in the sample had to occur, a bias towards greater representation of the Negro children, the group most often considered severely disadvantaged, was considered the lesser evil.

Fifty of the children in the sample, and all of the children in the control groups, entered kindergarten in September, 1966. The remaining group will enter the public schools in September, 1967. The latter group was selected with several considerations in mind, the primary one being to provide a source of information about the comparative gains made by children of different ages.

---

* $x^2 = 17.1$ Chi Square "Goodness of Fit."

The specific questions to be answered by this evaluation required viewing the results from a number of points of view. The criteria involved in the selection of data for analysis for each such question, and the exact make-up of the sample under consideration will be made explicit in the discussions that follow. The nature of the comparison groups used will be evident at that time.

7.3 INDIVIDUAL MEASURES

The first question to be asked is whether Head Start has made a change in these children, and if so, what change. To provide the answer to this question, in relation to the individual measure, the entire group of children on whom both pretest and posttest results were available was pooled and a comparison of their mean scores for each measure at pretesting was made with their mean scores on the same measure at posttesting.*
The results are presented in 7.2.

---

* This group consisted of San Mateo Parents' Nursery, San Mateo City School District, Laurel School, and St. Francis of Assisi.

TABLE 7.2

COMPARISON OF PRETEST AND POSTTEST FOR INDIVIDUAL MEASURES

	Pretest		Posttest			
	Mean	Sd	Mean	Sd	df	t
POINT OF VIEW	1.90	0.9	1.94	0.9	98	0.22
ATTENTION SPAN	14.5	10.0	18.9	13.2	98	1.89*
NUMERICAL CORRESPONDENCE	2.62	1.1	2.82	1.3	98	0.81
IMPULSE CONTROL	2.64	1.3	2.82	1.3	98	0.70
MEAN MORPHEMES UTTERANCE	4.14	2.5	4.38	2.4	98	0.49
STORY QUALITY	2.04	1.1	2.08	1.1	98	0.18
IDEATIONAL FLUENCY-FREQ.	5.86	5.0	13.7	11.0	98	4.56*
" " -ORIG.	2.86	3.0	3.95	4.4	98	1.43
" " -N. C.	3.50	3.5	5.96	5.8	98	2.56*
UNUSUAL USES-FREQUENCY	6.60	5.0	10.3	5.2	98	3.69*
" " -ORIGINALITY	1.14	1.3	2.12	2.5	98	2.43*
" " -CAT. CHANGE	3.40	2.1	6.70	2.5	98	2.82*

* Significant at .05 level. One tailed t.

It can be seen from the table that all changes are in the direction of improvement with six of the measures reaching statistical significance at the .05 level. This means the probability is .95 that the increases are due to true differences. There is only a 5% probability that the differences reported are due to chance.

It is apparent that the children have increased in attention span. They are able to pursue a task for longer periods of time even when the task is abstract. This ability is one that is usually associated with school success. It is also one of the areas that is considered to mark the culturally disadvantaged child (see Chapter Six).

The improvement in the ideational fluency and unusual uses measures suggest several important gains. The increase in frequency of the responses indicates both an increased rapport with adults in an unfamiliar situation and also, since the measures are correlated with the verbal measures, a possible increase in vocabulary. The children appear to have an expanded understanding of the concepts of "round" and "sharp" and are able to draw examples from memory as well as from their immediate surroundings. They are more flexible in their categorization of objects and show an increase in the ability to provide different (divergent) responses to a single stimulus object. This would seem to indicate an openness to new ideas that may provide a more fertile ground for future learning. In general, they seem to have the ability to draw upon an increased realm of experience and to pursue the task assigned to a higher degree of accomplishment.

The question immediately arises as to how much of these gains may be attributable to familiarity with the testing situation, with the testers, and with the specific tasks of the measures themselves. To answer this question a small sample from two of the programs* was selected to have only the posttest administered. The results of this non-pretested group was then compared to the posttest results for the children in the same program who had been pretested. Three of the measures showed significant differences between the pretested and non-pretested groups. The differences were not consistant over programs. In the Laurel School group, the children who were both pretested and posttested showed a superiority on the impulse control measure. These children were better able to follow the directions of this measure and to refrain from squeezing the horn more than a few times. This difference was not found in the Parents' Nursery School group. In the latter group the difference did not even approach significance. This suggests that the difference found in the Laurel school sample may be due to a chance variation in sampling.

---

* San Mateo Parents' Nursery and San Mateo City School District, Laurel School.

For the Parents' Nursery School sample, the non-pretested group came out significantly higher on the verbal measures of mean number of morphemes per utterance and story quality. Similar differences were not found in the Laurel school group. The direction of the difference should not prejudice the conclusions drawn in the study. If something in the testing situation is responsible for lowering the results of the children on these measures, such as the reduction of novelty for the stimulus dolls, this would obscure the improvements made by the children in Head Start, rather than magnify them. Their improvement may be underestimated. This should be kept in mind when viewing the results of Table 7.2 and during the discussion of the comparison of Head Start children and the two control groups which follows.

The design of evaluational research for compensatory education programs such as Project Head Start is faced with a very real problem in finding suitable control groups as a basis for comparison. The opportunities for acquiring a theoretically ideal comparison group are rare, and a certain amount of improvising must be done. It was deemed desirable to obtain two comparison groups for evaluation of the summer Head Start. The first would be selected to provide a reasonable comparison with children much like those in the Head Start program, but who actually had no preschool experience. Since no opportunity was available to actually obtain such a group during the summer, the first opportunity that presented itself was taken. The group chosen was an entering group of kindergarten children from one of the neighborhood schools that had conducted a Head Start program and would receive a substantial number of its graduates.

Contact with the school administration was made prior to the opening of school and permission was received to scan the records of the entering children immediately after registration. From the approximately 180 entering kindergarteners, 14 were chosen who met the following criteria:

1. They had no preschool experience
2. Their residence was in the OEO target area.
3. If the record indicated both father and mother in the home and at least one gainfully employed, there were at least four siblings in the family, or
4. The father was either not in the home, or both parents were unemployed.

It was felt that such criteria would provide a reasonable economic equivalence between the Head Start group and this non Head Start comparison group.

This control group was designated Control Group 1.

A second group, Control Group 2, was obtained from one of the local day care centers that was functioning during the summer. This group was 93.3% Caucasian and was selected on the basis of age: they were entering kindergarten in September, and the child had to have at least one gainfully employed parent. Because of the nature of the source, in many cases, both parents were employed. The general background of these children ranged from upper-working class to middle-middle class, the average being somewhere in the lower-middle class realm.

Both comparison groups were given the individual measures. The results were then compared to the results of the Head Start children at the end of the program. The Head Start sample used for the comparison consisted of those programs whose children would be entering kindergarten in the fall.* The younger group which had more than a year to go before entry into the public schools was not included in this comparison.

The results of the comparison are presented in Table 7.3 and Table 7.4. It should be noted that the comparison with Control Group 1 was specifically directional. What was sought was knowledge about the areas in which the Head Start children, after the program, were superior to equivalent children who entered school at the same time without the Head Start experience. In both cases the level of statistical significance chosen was .05.** This means that conclusions drawn about the superiority of one group over the other will be true, i.e. will be actually due to true differences, ninety-five times out of one hundred.

Table 7.3

HEAD START - CONTROL GROUP 1

	H. S.		C. 1.			
Measure	Mean	Sd	Mean	Sd	Df	t
Point of View	1.92	.8	1.57	.9	61	1.34
Attention Span	19.5	11.1	13.9	6.8	61	1.85***
Numerical Correspondence	3.27	1.1	2.00	.8	61	4.09***
Impulse Control	3.06	1.3	3.21	1.3	61	-0.40
Mean Morphemes/Utterance	5.69	2.0	5.00	2.1	61	1.11
Story Quality	2.47	1.2	2.21	1.0	61	0.72
Ideational Fluency-Freq.	15.7	10.0	4.21	3.4	61	4.20***
" " -Orig.	4.45	4.1	2.21	3.2	61	1.87***
" " -N. C.	7.18	5.4	2.71	1.9	61	3.01***
Unusual Uses - Frequency	11.5	4.5	5.14	3.1	61	4.91***
" " - Originality	2.04	1.9	0.86	1.4	61	2.20***
" " - Cat. Change	6.67	3.7	3.21	2.0	61	3.36***

*** Statistically significant at at least .05.

---

* San Mateo Parent Nursery, St. Francis of Assisi, Jefferson Elementary School District.

** This is a generally accepted level of confidence in such studies.

The Table shows that in all but one measure the Head Start group has a mean performance higher than that of the control with eight of the differences reaching significance. The Head Start children are superior to control group 1 in attention span and in the cognitive measure of conservation of numerical correspondence. These children presumably would be better able to attend to the tasks they are given in school and would seem to be at a higher level of mathematical readiness. They better understand the concept of number and the relation of the symbolic number to corresponding objects. They have a better understanding of the concepts "more than," "less than," and "same as," than their non-Head Start peers. It would seem reasonable to suppose that the children are now ready to go on to more advanced concepts that are built upon these basics.

The fact that the Head Start children scored significantly higher in all six subcategories of the creativity measures suggests a number of possibilities. These measures were correlated with the verbal measures and tend to support the notion of a larger vocabulary. Certainly, the children have an expanded use of the concepts of "roundness" and "sharp." They also appear more able than the non-Head Start group to draw upon sources of information within themselves rather than seeking concrete responses from their environment. They are more flexible in their categorization and can provide a greater diversity of responses.

The consistency of these results with those previously cited as showing the areas of improvement for the children from the beginning to the end of the program is immediately apparent. The same measures show the same directional differences. Together they provide firm support for the conclusions concerning the progress shown by the children.

The question still remains as to whether the gains made through participation in Head Start are really sufficient to place the child on an even footing with those non-deprived children with whom he must compete in school. While this cannot hope to be answered conclusively without extensive follow-up study, some indication may be found through the comparison of the Head Start group with children of equivalent age but who originate from backgrounds which are not economically deprived. The results of such a comparison are found in Table 7.4. Here the combined posttest results of the San Mateo Parents' Nursery, Jefferson Elementary School District, and the St. Francis of Assisi programs are compared with Control Group 2.

TABLE 7.4

HEAD START - CONTROL GROUP 2

	H. S.		C. 2.			
Measure	Mean	Sd	Mean	Sd	Df	t
Point of View	1.92	0.8	1.93	0.9	62	-0.05
Attention Span	19.5	11.1	25.5	21.5	62	-1.48
Numerical Correspondence	3.27	1.1	3.13	1.0	62	0.42
Impulse Control	3.06	1.3	3.53	1.0	62	-1.31
Mean Morphemes/Utterance	5.69	2.0	3.74	2.7	62	2.97*
Story Quality	2.47	1.2	1.73	0.8	62	2.25*
Ideational Fluency-Freq.	15.7	10.0	12.7	8.1	62	1.06
" " -Orig.	4.45	4.1	4.60	4.0	62	-0.12
" " -N. C.	7.18	5.4	6.27	4.2	62	0.60
Unusual Uses-Frequency	11.5	4.5	10.3	5.3	62	0.87
" " -Originality	2.04	1.9	2.13	2.0	62	-0.17
" " -Cat. Change	6.67	3.7	5.13	3.3	62	1.45

* Statistically significant at at least .05.

These results indicate that the predominantly Caucasian, lower middle class children were not statistically superior to the Head Start children in any category. There is some indication that the control group is better in attention span and impulse control but these differences do not reach statistical significance.

The only differences that reach the level of significance are the verbal measures and these point to a superiority of the Head Start children. These results may be the result of the Head Start children's close contact with adults during the summer program, but the control group was not entirely without such contact. Their enrollment in the day care center has given them an experience similar to other preschool experiences with the exception that in the day care center the child to teacher ratio is much greater.

The results indicate that the Head Start children will be entering school on an equal footing with children similar to those in Control Group 2 and be more ready for school than children similar to those in Control Group 1.

7.4 BEHAVIOR OBSERVATIONS

No comparison group for the behavior sampling was feasible since no group was available in an equivalent classroom situation with as few children or as many adults. Therefore, the results presented are the measured change in observed behavior during the period of the Head Start program, or the three programs for which observation data from the second and final weeks of the program was available. The statistical significance of the differences between the mean frequency of occurrence of the categorized behavior was computed for each of these programs. This involved calculations for 274 data sets. Because of the unwieldiness of such a large number of comparisons only those which resulted in differences which could be due to chance less than 5% of the time are reported.*

A. SAN MATEO CITY ELEMENTARY SCHOOL DISTRICT - Laurel School.

Table 7.5 presents the significant results for the program conducted at the San Mateo Laurel School. A negative sign before the value of 't' indicates that the behavior under consideration had a higher frequency of occurrence in the early days of Head Start than it did at the end.

TABLE 7.5

OBSERVED BEHAVIOR CHANGE**
Laurel School

	Week Two		Week Eight			
Behavior	Mean	Sd	Mean	Sd	df	t
Attentive to T	2.78	1.40	1.39	1.06	34	-3.36
Social Work	0.94	1.27	2.44	1.42	34	3.34
Affect	3.50	2.00	1.56	0.96	34	-3.71
Curiosity	0.56	0.83	0.05	0.03	34	-2.46
Contacts with T	3.61	2.21	1.89	1.45	34	-2.76
Contacts with C	1.89	1.52	3.83	2.03	34	3.24
Complies T request	2.78	2.11	0.61	0.68	34	-4.12
Seeks Support (Strong)	1.44	1.86	0.50	0.60	34	-2.05
Seeks Recognition (Moderate)	1.11	1.05	0.44	0.60	34	-2.34

** All entries significant at .05 level

The picture that emerges from these data is one of children less attentive to their teacher. They have fewer contacts with her and seek her support and recognition to a lesser degree. The children seem, in general to have learned to rely less on the teacher and to be more autonomous in their social relations with their peers. The incidence of cooperative social activity has gone up with the children working together and interacting far more frequently. The drop in compliance to teacher initiated requests of activities may well reflect a growth in independence and self-confidence. The picture is one of children reaching social adjustment within the classroom accompanied by decreased dependence on adults.

---

* Two tailed 't' unless otherwise indicated. .05 level of significance.

The level of visible pleasure or satisfaction displayed by the children has diminished during the interim period. It should be noted, however, that the change is from the high category to the moderate category rather than to the low . (Low affect also showed a decrease, though it did not reach significance.)

The change seems to be more of a leveling effect than one of developing dissatisfaction or listlessness. The change might be attributable to the wearing off of the novelty of the new school situation. As the situation changes from being entirely new and different than any previously experienced, to one of familiarity with the planned introduction of the new and different, it seems entirely reasonable that the general level of excitement and exuberance should level off.

The decrease in the frequency of curiosity behavior is the only cognitive behavior change to reach significance. This somewhat disheartening thought is mitigated by at least two considerations. The first, is that this may reflect the same trend as that discussed above for satisfaction. It is possible that the children have simply become accustomed to their surroundings, and hence they may simply have less to be curious about. As one teacher put it when describing one child's entry into the program. "At first he sniffed out every corner like a puppy entering a new and strange room." Later, it can be assumed, he felt more comfortable and familiar in his surroundings.

Secondly, it should be recognized that this group was intentionally enrolled at a younger age than the other programs in the county. The children average more than a year younger than the other Head Start children studied. They have an additional year before entering the public schools and much of that time will be spent in a follow-up program. It seems reasonable therefore, that the emphasis be placed on the social adjustment of the child first. Compensation for disadvantages in the cognitive realm would presumably follow at a later time.

B. SAN MATEO PARENTS' NURSERY SCHOOL.

The results in Table 7.6 indicate a somewhat different pattern of change for this program. (What differences occur between programs will be discussed in Chapter 8.) Here we see a sharp movement from sensory-motor motivated behavior, behavior motivated primarily by the pleasure derived from the sensory and/or motoric aspects of the activity, to behavior characterized by competence, mastery and achievement.

The children seem to move more freely in their environment and there is less overt satisfaction (t=-1.99). However, the shift is again from high to moderate satisfaction. This seems to add support to the notion that familiarity, and the wearing off of the novelty accounts for this change. The children more readily offer information and tend to seek it more frequently, ($t=1.82$). They seek recognition for their achievements. The category of strongly seeking recognition for achievement just barely misses the chosen level of significance with $t=1.99$. They more frequently display dominative and competitive behavior and are less frequently involved in friendly interactions with their peers.

TABLE 7.6

OBSERVED BEHAVIOR CHANGE*
Parents' Nursery

	Week 2		Week 8			
Behavior	Mean	Sd	Mean	Sd	df	t
Sensory Motive	2.95	1.82	1.53	1.35	36	-2.73
Achievement Motive	1.68	1.49	2.74	1.55	36	2.13
Expansive Motility	2.89	2.47	4.37	2.03	36	2.02
Offer Information	0.11	0.45	0.68	1.03	36	2.25
Ignores T Request	0.05	0.22	0.37	0.58	36	2.21
Seek Recog. Slight	0.21	0.40	0.68	0.86	36	2.17
Active Friendly	2.37	1.72	0.95	0.89	36	-3.19
Dominative	0.32	0.80	0.95	1.00	36	2.15
Competition	0.11	0.45	0.53	0.68	36	2.26
Appro. Active (Other)	2.37	1.90	1.36	0.88	36	-2.09
Friendly (Other)	2.26	1.80	0.47	0.68	36	-4.05

* All entries significant at .05 level.

The overall picture that emerges is one of competitive, achievement oriented behavior with the teacher serving as the source of rewards for achievement.

To the extent that competitive achievement oriented behavior and information seeking and offering is rewarded in the public school classroom it seems that these children have developed behavior patterns that are usually associated with school success.

C. ST. FRANCIS OF ASSISI, EAST PALO ALTO.

Three behavior categories reached significance for this program. All three indicated a higher frequency of the behavior under consideration at the beginning of the program. The children are seen as less likely to comply to teacher requests and less likely to seek support. This is suggestive of a similar pattern to that in the two preceding programs. The changes may be viewed as a sign of increased autonomy and perhaps self-confidence.

This program also confirms the trend of a decrease in observable satisfaction. The mean frequency of high affect behavior decreased from 2.40 to 1.33 (t=-1.70). The recurrence of this trend in all three programs supports the increased familiarity notion. It seems highly unlikely that three markedly different programs and several different teachers could all have an aspect in common which would lead to the consistent decrease of satisfaction unless it was something as general as the increased familiarity of the students with the school situation.

The only other change that reached significance was the frequency of problem-solving behavior. (Mean decreased from 0.87 to 0.13, t=-2.10).

7.5 TEACHER'S EVALUATION OF THE CHILD

Tabulated percentages of responses to Part One and Part Two of the Teacher's Evaluation for individual programs are presented in Appendix C. The results for San Mateo County Head Start, as a whole, are presented in Table 7.7.

It is quickly noticeable from the table that for Head Start, as a whole, most items (reaction to frustration TE12 being the single exception) show a reduction in the behaviors marked "A." All items, with the exception of borrowing, TE5 show an increase in the percentage of "D" and "E" response. These changes indicate that in the teachers' estimations a substantial percentage of the children have made strides towards standards of behavior generally considered most acceptable in the school situation. In each case, well over fifty percent of the children now fall into these school desirable categories, (C, D, and E responses).

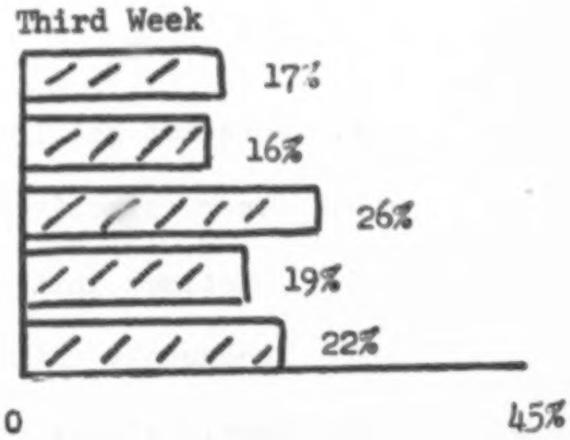
Some of the more dramatic advances are evident in Figures 7.1 through 7.4.

From these examples, selected from the important categories of language, social behavior, task persistance, and accepting limits, the marked improvement can be seen. The teachers who have worked daily with these children for a period of eight weeks seem confident in the improvement of the children.

Figure 7.1

Continuing in Activities

A. No sustained participation
B. Only if others are involved
C. Easily diverted
D. Leaves only when interrupted
E. Continues in spite of interruptions



(Figure 7.1 cont unued)

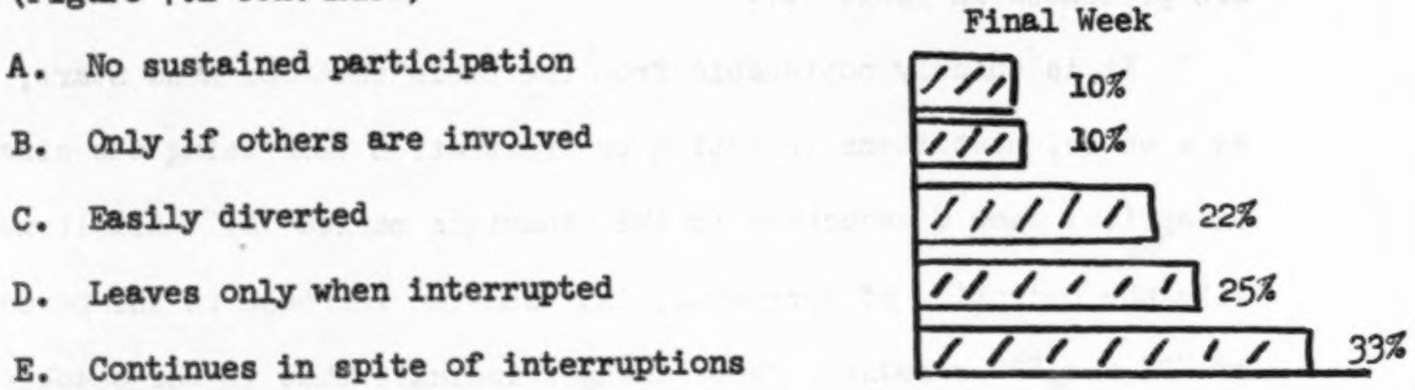


Figure 7.2

Communicating Wants

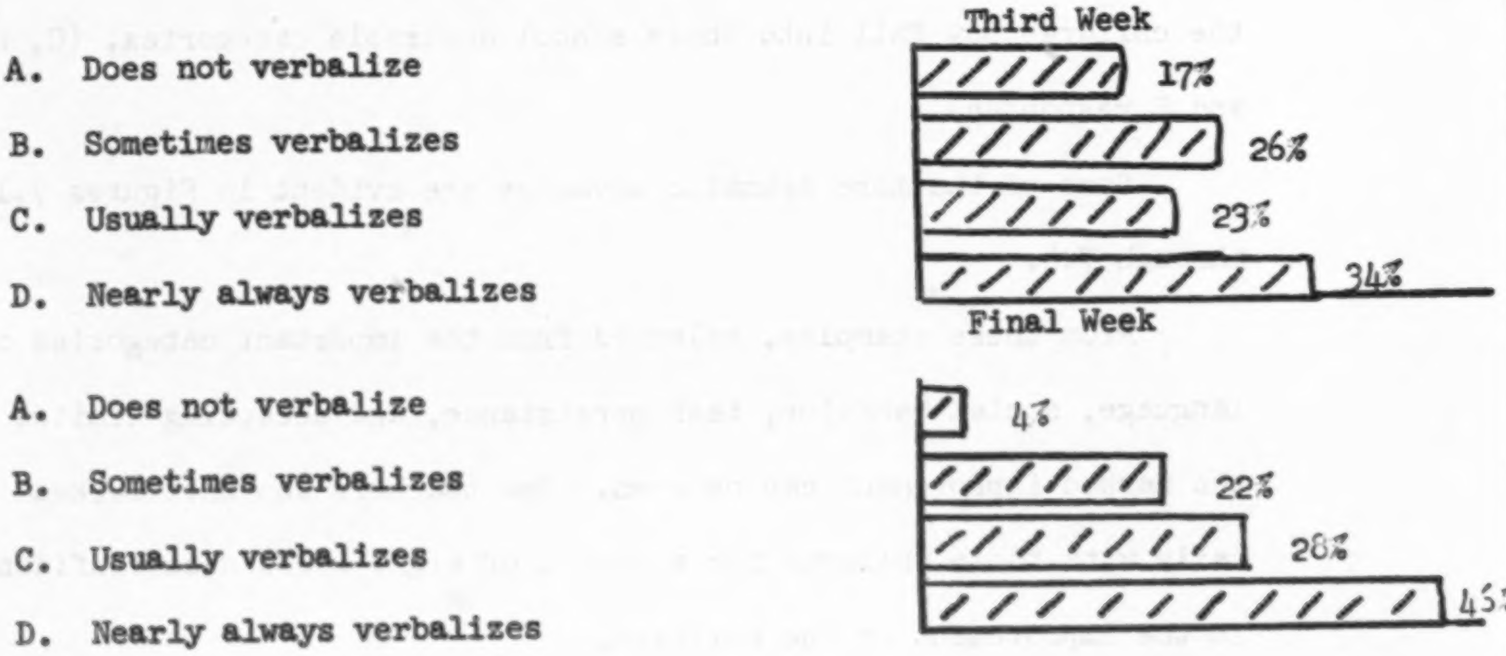
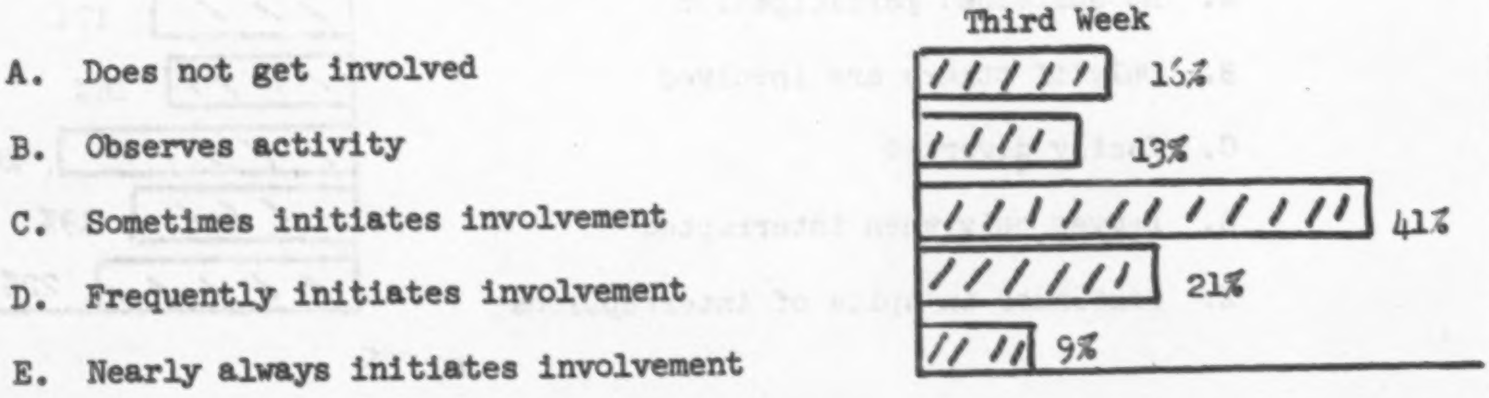


Figure 7.3

Initiating Involvement



(Figure 7.3 continued)

A. Does not get involved
B. Observes activity
C. Sometimes initiates involvement
D. Frequently initiates involvement
E. Nearly always initiates involvement

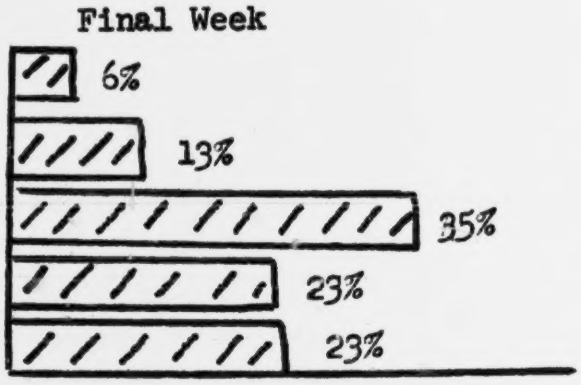
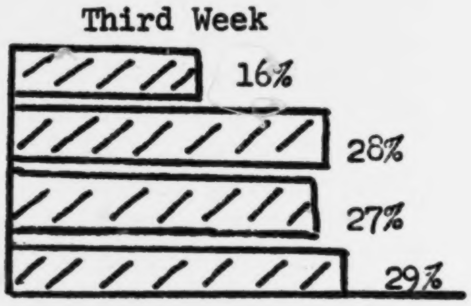


Figure 7.4

Accepting Limits

A. Hardly ever accepts limits
B. Sometimes accepts limits
C. Frequently accepts limits
D. Nearly always accepts limits



A. Hardly ever accepts limits
B. Sometimes accepts limits
C. Frequently accepts limits
D. Nearly always accepts limits

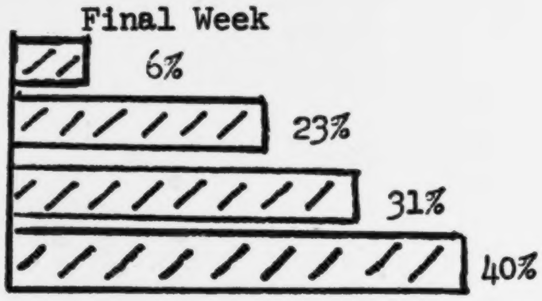


TABLE 7.7

SAN MATEO COUNTY HEAD START
Teacher's Evaluation of the Child

	Third Week					Final Week				
	A	B	C	D	E	A	B	C	D	E
Cont. in Activities	17*	16	26	19	22	10	10	22	25	33
Sustained Interest	21	21	25	33	-	02	07	18	28	45
Performing Tasks	28	27	19	26	-	14	20	27	39	-
Communicating Wants	17	26	23	34	-	04	22	28	46	-
Borrowing	25	33	22	20	-	13	20	27	20	20
Sharing	08	24	44	24	-	04	15	44	37	-
Playing with Others	06	23	47	24	-	01	14	46	39	-
Initiating Involvement	16	13	41	21	9	06	12	36	23	23
Taking Turns	28	18	14	40	-	03	23	14	19	41
Disrupting Others	10	20	26	44	-	04	18	31	47	-
Dominance by Others	19	22	36	23	-	13	19	37	31	-
Reaction to Frustration	14	40	24	22	-	21	18	18	43	-
Dependence on Adults	13	28	31	28	-	08	20	36	36	-
Accepting Limits	16	28	27	29	-	06	23	31	40	-
Effecting Transitions	25	20	35	20	-	08	18	37	37	-
Changing Routines	05	25	25	45	-	03	09	27	61	-
Resp. to Unfamiliar	22	22	31	25	-	12	19	43	26	-
Unfamiliar Situations	17	29	28	26	-	10	22	32	36	-
Seeks Help	31	24	28	17	-	14	18	42	26	-
Motor Activity	06	13	36	27	18	04	10	22	33	31
	07	15	32	31	15	05	11	31	28	25
Conceptual Lang.	15	24	23	26	12	09	17	23	27	24
Verbal Contacts	17	27	24	19	13	06	15	33	26	20
Sex Diff.	04	09	18	15	54	02	03	18	20	57
Decision Making	10	23	30	22	15	03	15	24	37	21
Coping	11	22	32	24	11	09	14	23	28	16
Depend. on Adults	15	21	27	25	12	05	13	24	36	22

* Percentages

Part Three of the Teacher's Evaluation was included to provide a third dimension to the picture of the changes occurring in these children during the eight weeks of Head Start. The responses provide a wealth of information, only a small portion of which can be presented here. The following excerpts give the flavor of the teachers' comments.

Third Week: "She is dependent on adults' help and praise-- She needs constant praise."

Final Week: "She has gained in self-confidence and attention span. She can now work on her own, initiating her own activities, without constant help and praise. She has also found ways to get along with other children..."

Third Week: "...a finger-in-the-mouth observer."

Final Week: "This child has overcome some of the shyness that prevented free movement in the group."

Third Week: "He doesn't speak--looks sullen and angry. He stands and does one thing for long periods of time, not really involved, but watching others...He is not flexible. He is unable to relax long enough to enjoy what he is doing."

Final Week: "His whole bearing has changed. Where he previously spoke or shouted in monosylables, he now communicates freely....He now utilizes all materials. He is now easy, verbally and physically, with adults. He sings with us.

Third Week: "...he has difficulty in getting off the bus, doesn't smile when spoken to and generally has a "sulking" head-down look; lower lip protruding, hands in pockets--doesn't answer when spoken to."

Final Week: "He has learned to smile!"

Third Week: "She was quite overwhelmed....She was withdrawn, fearful and unhappy. She was quite tense and wanted to be at home. She cried for several days. She would stand with dejected air leaning against an adult's leg.

Final Week: "She has gained confidence and trust in the adults and children. She enters into various activities with other children. She has more confidence in her ability to accomplish what she sets out to do. She is often happy and radiant."

Third Week: "She was quiet and kept apart from other children. She related mainly with adults, needing a great deal of help in getting involved in activities and needing support from adults once involved.

Final Week: "She is able to interact with adults now in contrast to mere depending earlier....Although she finds adult approval of her activities satisfying, she no longer requires this to enjoy herself.

Third Week: "He is a fearful, hostile little boy."

Final Week: "He has become much more verbal...he now talks while he strikes out. The times between crises are greater, sometimes even days apart.

Other teacher replies included:

"She has learned to manipulate scissors and crayons. She had no idea what to do with them before."

" A rather shy child in the beginning, he seems to have increased his self-confidence tremendously....He plays easily and readily with other children and enjoys a wide variety of activities."

"He moves easily and well with the group now. He is still restless when he doesn't understand a story or discussion, but he has come a long way in his language ability."

"He has tried to repeat words after us, has spontaneously spoken several sentences lately, overcome some of his fear of pets, learned his colors. This is a very significant gain for him."

These are but a fraction of the many teacher comments which speak of meaningful personal gains for the children. They add a needed dimension to discussions of social competency, language ability, mean number of morphemes per utterance etc. Through them it is possible to get a feeling for the children involved.

While the teachers' evaluations so far discussed provide information concerning the gains made by the Head Start children during the eight week summer session, they say nothing about the comparison of Head Start children with those who did not have Head Start. To shed some light on this matter, arrangements were made with one of the local school districts* to obtain Teacher Evaluation data on a sample of entering kindergarten children. The sample consisted of seventy-five children who had had a summer Head Start experience and seventy-five children who had not. The teachers filled out forms on each of the sample children during the third week of the school year.

No attempt was made to control the non-Head Start group for either socioeconomic status or previous preschool experience. Since approximately 180 children from the approximately 700 entering kindergarten children of the district were involved in Head Start, it seems reasonable to assume that the majority of those remaining were not qualified under the Office of Economic Opportunity financial requirements. Therefore, the non-Head Start group may be considered to have a higher socio-economic status than the Head Start group. It may also be assumed that some of the non-Head Start group had had some preschool or day care center experience.

The results of the comparison of these two groups, in percentage of responses in each category, are presented in Table 7.8. It appears that the two groups are rather closely equivalent. Taking, for example, the percentage of responses in the "D" and "E" categories for each group the close parallel can be seen. The Head Start group has a higher percentage of children falling in these categories on 9 of the 19 items. The non-Head Start group has a higher percentage of children in the most desirable category on nine of the items. And, on the one other item the two groups are exactly equal. Where differences do occur they are generally small.* The Head Start group has consistently more children falling in the "A" or least desirable behavior category.

---

*Ravenswood Elementary School District

The results indicate that the kindergarten teachers see the children with Head Start experience as entering school very much on a par with their classmates. They are entering on an even footing and presumably have an equal opportunity to succeed. If the gains previously reported in Table 7.7 are a measure of true changes in the children, and if the changes were the result of the Head Start experience, then the children stand a better chance for success in school because they now are on a par with their classmates where they would have been behind before.

---

*No attempt was made to determine the statistical significance of these results.

TABLE 7.8

TEACHER EVALUATION OF HEAD START VS NON-HEAD START CHILDREN

	Non-Head Start					Head Start				
	A	B	C	D	E	A	B	C	D	E
Cont. in Activities*	04	11	25	32	28	14	06	24	27	28
Sustained Interest	04	10	41	45	-	16	16	28	40	-
Performing Tasks	12	15	26	47	-	22	11	32	35	-
Communicating Wants	05	21	23	51	-	10	26	20	44	-
Borrowing	07	44	18	31	-	15	21	27	37	-
Sharing	0	07	47	46	-	01	16	38	45	-
Playing with Others	01	07	65	27	-	09	13	38	40	-
Initiating Involvement	03	14	38	22	23	16	13	19	22	30
Taking Turns	13	23	17	47	-	13	16	16	55	-
Disrupting Others	04	11	33	52	-	10	13	27	50	-
Dominance by Others	12	18	52	18	-	19	08	45	27	-
Reaction to Frustration	02	33	18	47	-	08	31	29	32	-
Dependence on Adults	07	26	38	29	-	10	26	25	39	-
Accepting Limits	03	23	26	48	-	04	26	15	55	-
Effecting Transitions	07	10	72	11	-	18	22	49	11	-
Changing Routines	04	07	32	57	-	05	26	21	48	-
Resp. to Unfamiliar	05	16	73	06	-	16	06	49	29	-
Unfamiliar Situations	04	19	55	22	-	11	19	45	25	-
Seeks Help	11	27	51	11	-	24	22	50	04	-

* Percentages

7.6 GAINS IN RELATION TO AGE

One of the questions which remains unanswered concerning the ability of preschool intervention programs to offset the effects of deprivation has always been the choice of the beginning age. While it is felt that no firm answers will ever be found to this question from data obtained in short term studies such as this, some tentative suggestions can be derived. Toward this end the gain scores** for two

---

** Gain score = Post test score — pretest score.

programs were compared. The first program's children had a mean age of 61 months at the beginning of the program. The second had a mean age of 47 months. The two programs had different teachers, different equipment and were held in different classrooms. Therefore, the differences in gains made by children in the two programs might be attributable to a number of other variables besides age. The groups did originate from the same community, socio-economic and ethnic backgrounds, and often represented siblings from the same families. The results of the comparison which were near or reached significance are presented in Table 7.9.

TABLE 7.9

AGE/GAIN COMPARISON

	Old		Young			
Measures	Mean	Sd	Mean	Sd	df	t
Point of View	0.37	0.9	-0.40	1.4	30	1.92
Impulse Control	0.16	1.3	0.92	1.5	29	-1.51
Mean Morphemes/Utterance	-0.20	1.7	0.95	1.3	25	-1.98
Ideational Fluency-Freq.	12.5	8.9	4.38	7.0	29	2.75*
Ideational Fluency-N.C.	4.63	5.1	0.92	5.1	29	2.03*

*Significant at .05 level

First, it should be noted that only five of the twelve measures even approach significance and actually only two reach significance at the .05 level. Three of the five favor the older group. The younger group shows greater gains in language and in control through verbal mediation of behavior. These gains seem logical and in accord with preconceived notions. It is common knowledge that some of the most marked changes in language occur during the early stages of its acquisition.

The greater gain made by the older group with regard to the selection and understanding of the other person's point of view also is logically satisfying. This result is as would be predicted from Piaget's thoughts of the age of acquisition of this ability. It also is understandable in terms of its high correlation with the Stanford Binet measures of intelligence (see Table 6.2). The items on that test are age graded, meaning that the older the child gets the better he should do. The ideational fluency measures reflect the older child's increased vocabulary and ability to handle abstract ideas. The latter is also significantly correlated with intelligence.

The analysis points to the well known fact that at some ages things are learned faster than at other ages. To determine which things are the most important to learn to overcome the detrimental effects of economic deprivation, and at what age they are best learned, must be undertaken in the form of a carefully controlled longitudinal study that can follow children for a number of years. The evidence presented here has the virtue of being consistent with expectations, but offers no real basis for conclusions as to the preferable entry age for Head Start.

A follow-up measure presently planned for the younger group may add additional evidence towards the solution of this question.

7.7 THE EFFECTS OF PARENT INVOLVEMENT

Part Three of the Teacher's Evaluation Form provided information concerning the extent of the child's parents' involvement in the Head

Start program. This information was used as the basis for reorganizing the data to give a rough indication of the effects of parent involvement in the program on the level achieved by the children at the end of the program.

Using the information provided by the teachers, a synthetic sample was formed such that one half represented the children of parents who were deeply involved in the program, and the other half represented the children of parents who never attended parents' meetings or conferences, who never visited the classroom and in no other way participated in the program. In selecting those who were involved, only those were used who were reported to have attended all, or nearly all the meetings, and who participated in the classroom and on field trips.

The final groups used were matched on sex, program and roughly on age. These groups, after matching and eliminating all who marked the middle ground of parent participation, consisted of twelve children each. The significant and near significant results are seen in Table 7.10.

TABLE 7.10

PARENT PARTICIPATION LEVEL COMPARISON

	Participate	Non-Participate	
Measure	Mean	Mean	
Numerical Correspondence	3.67	2.93	1.71
Mean Morphemes/Utterance	5.92	4.66	1.60
Unusual Uses-Frequency	12.4	8.66	2.09*
Unusual Uses-Category Cng.	6.33	3.58	2.48*

* Significant at .05 level.

Eleven out of twelve of the comparisons showed the parent participation group to have a higher mean, although only two of the comparisons were significant and can be reliably used for making judgements. Though these data do indicate a slight trend for the children whose parents take an active part in the program to be more flexible in their thinking, have a better vocabulary, speak in longer sentences and to better understand numerical concepts, it in no way answers the key question of whether the children were better because their parents have always taken a greater interest in their achievements or whether through participation the parents gained a better understanding of how they could help their child. The many subtleties that effect the parents' decision to participate in Head Start may be confounding factors in the results. The one relatively firm conclusion that can be drawn is that the children of participating parents score higher on several of the measures used.

7.8 DISCUSSION AND CONCLUSIONS

The drawing of conclusions from the results presented in this chapter must be preceeded by a warning. Head Start in San Mateo County had a duration of eight weeks. The change in the children as a result of their enrollment on a number of measures was marked. The gains made towards school readiness were impressive. Whether the program will have had any effect on the school success of these children has not been answered. It was not even attempted. The only way to determine whether the gains made on these measures, or any others, are lasting is to conduct extensive follow-up research on both the Head Start group and the controls or their equivalents. Will the Head Start group still have an edge over Control Group 1 after a year in kindergarten? Will both groups enter first grade on an even footing? Will the children in Control Group 2 come into their own in the public school? Will they excel the Head Start children in a short time? Or, will the equality of the two groups be maintained? These questions should not be limited to the consideration of a one year study. We might ask, "Will participation in Head Start reduce the number of high school drop outs ten to fifteen years from now?" Will it increase the number of minority group members who go on to the university? It is only questions like these that can really provide the information for an adequate evaluation of Head Start.

To justify even asking such questions will require the planning and execution of a study that makes adequate provision for suitable controls. To do less is to always leave the question open.

With this in mind, what might be said about the reported result? First, it seems clear that, though the results differ from program to program, the overall trend on all three measures indicates changes in the children in the direction of greater readiness for subsequent schooling.

The picture that emerges is of a child improved in language ability who asks questions and offers information. He has an increased understanding of one of the underlying concepts of mathematics.

His ability to think divergently has improved and places him above other economically deprived children and on a par with those who are of a lower middle class background. He has an increased attention span and a greater sense of autonomy. He relies less on the teacher for support and is more competitive for her recognition of his achievement. He is more achievement oriented.

In the social realm there are indications of increased adequacy of his social adjustment. He is involved more in social work and more frequently initiates involvement himself. He is better able to accept limits and can use verbal commands in the mediation of his behavior.

In general, he has gotten hold of himself and his environment and has learned to deal adequately with them.

These generalizations, of course, do not describe any one child nor every child. In fact, they are not descriptive of any group of children or of a particular program. They do, however, describe the kinds of changes that have been found, part here, and part there, by our research. Taken together they assert the short term effect of Head Start in San Mateo County.

CHAPTER EIGHT

COMPARATIVE STUDY

8.1 INTRODUCTION
8.2 RESULTS
8.3 DISCUSSION
8.4 SUMMARY AND CONCLUSIONS

CHAPTER EIGHT

COMPARATIVE STUDY

8.1 INTRODUCTION

Earlier in this report it was suggested that there must be a continuing relationship between evaluation and curriculum development. Ideally, each change in curriculum, or alternative approach to pre-school education, should be carefully and objectively evaluated and future changes should be the result of previous inquiry.

In a large-scale program such as Head Start, which allows for considerable variation in the actual classroom activities within programs, a rudimentary beginning may be made along these lines. Within San Mateo County alone, classification of programs may be made along five general categories. These are:

1. Nursery school programs, with experienced nursery school teachers, conducted and administered within the nursery school setting.
2. Nursery school programs, with experienced nursery school teachers, conducted and administered within the public school setting.
3. Nursery school programs, with experienced kindergarten teachers, conducted and administered within the public school setting.
4. Kindergarten programs, with experienced kindergarten teachers,

conducted within the public school setting.

5. Montessori preschool programs, conducted by Montessori teachers in a private school setting.

General groupings such as these do not, of course, spell out what differences actually exist, but they do point to three areas of differentiation that are worth considering: the program or curriculum, the teachers, and the materials and facilities. A carefully controlled study would sharply limit the number of variables under consideration. The experimental design would allow as few as possible to vary at a single time. For example, some aspect of the curriculum structure such as the amount of time devoted to creative art activities, would be allowed to vary between two classrooms in which the teacher, materials and setting remained constant. Such control is only achieved if the evaluation and the classroom program are conceived simultaneously. When evaluation is superimposed over existing programs there does remain, however, the possibility of selecting programs for their apparent differences, as suggested by the previously mentioned categories, and looking at the differential results in the behavior of children exposed to them. This method does not allow firm conclusions to be drawn concerning the causal relationship between program and behavior, but the results can be suggestive for more detailed study to be carried on in the future.

Toward this end, three programs in San Mateo County were selected for study on the basis of their initial classification into three of the general groupings listed above. They were:

Program 1: San Mateo Parents' Nursery School--a nursery school program, with experienced nursery school teachers, conducted within the nursery school setting.

Program 2: Saint Francis of Assisi--a Montessori preschool program, conducted by trained Montessori teachers, in a private school setting.

Program 3: Jefferson Elementary School District, General Pershing School--a nursery school program with nursery school teachers in a public school setting.

It should be realized that although these programs are most accurately placed into these three categories, the classification is not absolute. Each program had some aspects which overlap other categories, but their predominant features placed them in the ones selected.

The socio-economic background of the children in the three programs conformed to the standards set forth by the Office of Economic Opportunity. Analysis of the ages of the children is presented in Table 8.1. To be significant at the .05 level the F ratio must reach $F \geqslant 3.23$. Since this is not the case, the three groups may be considered equivalent in age.

The ethnic breakdown of the groups is shown in Table 8.2.

TABLE 8.1

AGES OF COMPARATIVE STUDY SAMPLE

Program	Mean	Sd	Source of Variance	Df	Mean Sq.	F
1	59.6	12.0	Between Means	2	270.7	2.90 N.S.
2	66.9	7.2	Within Groups	39	94.5	
3	66.4	7.2	Total	41	103.0	

TABLE 8.2

ETHNIC COMPOSITION OF COMPARATIVE STUDY SAMPLES*

Program	Negro	Caucasian	Other
1	78	06	16
2	56	13	31
3	65	07	28

* In percentages

The percentage of male subjects for each of the programs was 63%, 47%, and 64% respectively.

The equivalence of the samples along the lines of economic background, age, ethnic origin, and sex, while not perfect, provides a reasonable basis for comparison.

Although of acknowledged importance, detailed statistical data to clearly differentiate the nature of the experiences the children underwent was not gathered in quality or quantity sufficient for reporting. This failure severely limits the inferences that may be drawn concerning the value of curriculum variations, alternative teaching procedures, or differences in equipment. The data will be interpreted in light of the anecdotal records of the classroom observers. Conclusions drawn must therefore be considered suggestive rather than definitive.

8.2 RESULTS

To determine the differences in the three groups of children at the end of the Head Start session, a one-way analysis of variance was computed for each score on the individual measures and for twenty-four behavior survey items.* The number of possible behavior survey items was reduced by the elimination of the "neutral" or "none" categories and by combining the three levels of Seeking Support and the three levels of Seeking Recognition into two categories hereafter called, "Seeking Support-Total," and "Seeking Recognition-Total."

The analysis indicated significant differences among the programs on: mean number of morphemes per utterance, social motivation, routine compliance, expansive motility, seeking support-total, active social interchange between children, and confident verbalizations with the teacher. The results of the analysis of variance are found in Appendix C.

---

*A test of homogeneity of variance was conducted on each item to determine the applicability of the ANOVA model. Only cases where the hypothesis of homogeneity was confirmed are reported.

Since the analysis of variance as a statistical method provides no information concerning the directionality of difference, those reaching statistical significance were followed up by "t" test comparisons to determine the direction of the differences. The results are indicated in Table 8.3.

TABLE 8.3

DIRECTIONAL RESULTS OF COMPARATIVE STUDY

VARIABLE	Programs Compared	Mean 1	Mean 2	SD 1	SD 2	t
Mean Morphemes	3 - 2	6.92	4.32	2.3	2.2	3.11*
	3 - 1	6.92	4.46	2.3	2.0	3.29*
Social Motive	3 - 2	3.36	1.73	1.2	1.2	3.54*
Routine Compliance	2 - 1#	3.00	1.05	1.8	1.1	3.91*
	3 - 1	2.57	1.05	1.5	1.5	3.35*
Expansive Motility	1 - 2	4.37	1.87	2.0	1.8	3.73*
	1 - 3	4.37	2.07	2.0	1.7	3.43*
Seek Support-Total	1 - 2	2.58	1.53	1.7	1.1	2.02*
	1 - 3	2.58	1.21	1.7	0.9	2.64*
Active Interchange	1 - 2#	1.95	0.86	1.2	1.1	2.61*
	3 - 2	1.71	0.86	1.1	1.1	2.03
Confident Verb. to T.	1 - 2	1.95	0.60	1.5	1.2	2.79*

* t significant at the .05 level. The one exception is a marginal case considered worthy of presentation.

Unfortunately, complete pretest information is not available which would establish the initial equivalence of the three groups of children on the particular measures under consideration. However, the data available indicate that programs one and two were initially equivalent on five of the seven measures found in Table 8.3. Those marked with # showed initial significant differences in the same direction as the posttest differences. Two alternative reasons for this come to mind. First, there is the obvious alternative that the children were different in the areas measured upon entry into the program. In this case those measures which show initial differences should be discarded from discussion and extreme caution should be exercised in the discussion of those differences where initial equivalence is uncertain.

The second alternative is more subtle and cannot be substantiated at this time. This alternative would argue that inasmuch as the individual measurement and classroom observations were not made until the second week of the program, the program structure, the daily routine, and the teacher's expectations for the child's behavior would already have played an important role in shaping that behavior. Teachers frequently expend a great deal of effort during the first few days of school establishing the routine and letting the children know what is expected of them. Some support for this notion arose from the nature of the two categories that show this initial difference. Both the frequency of routine compliance behavior and the frequency of interpersonal exchanges are heavily dependent upon the activities presented to the children, the way they are presented, and the physical layout of the surroundings.

Since uncertainty surrounds the correct explanation of the initial differences on the measures, and since some basis for equivalence is established with regard to economic background, age, sex and ethnic derivation, a compromise solution will be used. The variables of concern will be kept in the discussion, but caution will be exercised in the inferences drawn.

Therefore, in a tentative way, we may say that program one children move more freely in their environment than do children in the other two programs. They are relaxed in their environment. They more frequently seek support, help, and affection from their teachers. They have more active interchanges with their classmates than do the children in program two, but in this respect they are on a par with the children in program three. In their contacts with their teacher they are more likely to be confident in their verbalization. They show less activity that could be classified as automatic or uninvolved than do the children in program two.

The children in program two show more routine behavior than the children in program one. They show fewer instances of seeking support and are less expansive in motility than the children in program one. In all three cases they are not significantly different than the children in program three.

The children in program three show superior verbal ability. They are more frequently observed to be motivated by the satisfaction to be derived from interactions with others and are more frequently observed actively engaged with others than are the children in program two. They move less freely in their environment and seek less support, help and affection from their teachers than do the children in program one.

While the differences must be interpreted with caution, the picture they define for each classroom seems internally consistent.

8.3 DISCUSSION

The question that now needs answering is: If the differences found are the result of experiences provided within the several programs, what aspects of the program may they be attributable to? Several suggestions can be derived from observer reports. First, program two was the most highly structured of the three. The daily schedule was posted and followed quite closely. This schedule included at least one fifteen minute group lesson with the Montessori equipment, one group session with the "touch" box (where the children feel an object concealed in a box, describe it, and guess what it is), and one group story session with Montessori books. Frequently the books included a lesson on a particular concept such as color or shape. The materials available during play sessions were predominantly Montessori materials. Such instructional toys as numbering blocks, counting rods, symbol puzzles, and tactile alphabets are designed to be used by a single child. The children played with them on the small throw rugs supplied for that purpose. The rules suggest that only one child be on a rug at a time, though this was not always enforced. Outdoor activities were limited by a lack of equipment. The meals were frequently served at a single long table that was not conducive to conversation and the staff did not eat with the children.

Program three also followed a fairly strict schedule with specific times for each activity, though only on one occasion was a group lesson observed. The daily schedule included story time, but this was frequently done in the small group situation at one of the small tables. The indoor activities included daily organized art work and considerable free play time. The equipment included a doll corner, blocks and trucks, puzzles and books. The outdoor area was large and amply equipped with wagons, bicycles, swings, slides, etc..

Program one followed a flexible schedule which included free play activity, music and dance, two small-group story times, and art activities. Fifteen minutes were set aside early in the daily session during which the teacher and children planned the day's activities together. The outdoor equipment included slides, jungle gym, Japanese bridge, sandbox, boat and jumping board. Painting and water play equipment was continually available on the patio. Inside a doll corner, equipped with dress ups, stove, sink, table and chairs took up about one-fourth of the room. Another corner was reserved for block play, trucks, cars, tinker toys and similar floor toys. Other areas were set aside and kept furnished with paints, coloring equipment, clay, and cutting and pasting materials, puzzles and books.

During the play sessions the flow of events moved freely between indoor and outdoor activities with the child left to move in or out as he pleased.

In both programs one and three the children were served their meals in small groups at small tables and the staff ate with the children. During the meal the staff and children maintained a steady flow of conversation. This might also have a bearing on the incidence of confident verbalizations to the teacher.

These very general descriptions suggest that the structure of the program and the type of equipment available may explain many of the differences in the behavior of the children. Certainly it may be hypothesized that the presence of a well equipped doll corner, a sufficient supply of trucks and blocks, adequate outdoor equipment, and conversation at meals leads to increased social interaction if their use is made a part of the daily program.

The technique of involving the children in the planning of the daily schedule, at least in theory, and the use of a highly flexible daily routine may be suggested as a possible reason for the less frequent occurrence of routine, uninvolved or automatic behavior. Similarly, the less firm schedule, freedom of movement between indoor and outdoor activity, increased proportion of free play activity may account for the greater freedom of movement, the higher incidence of expansive motility, in the program one children.

Conversely, a fixed daily schedule, and formalized group procedures may be the reason for routinized automatic behavior.

In program one, one of the teachers was frequently observed to reward physical expressions of affection by the children. She frequently responded to their dependency needs by picking them up, carrying them, and hugging them in an affectionate manner. This behavior was seldom seen in programs two and three. It seems likely that the higher frequency of support-seeking behavior of the children is due to the teacher's willingness to accept and give affection.

No clear cut explanation of program three's superiority on the verbal measure exists. Two possible contributing factors, though they do not seem sufficient in themselves, are the use of telephones and tape recorders as teaching devices. This program utilized a telephone hook-up in which a teacher could allow two children at a time to converse. The teacher provided directions for correct usage and made suggestions as to what the children might like to talk about. Each child in the program had several opportunities to do so during the eight weeks.

Tape recorder sessions were also provided as a small group activity with each child given several chances to talk extensively and to hear himself. This practice may also have had the effect of reducing the shyness before the microphone during the testing situation, thus increasing children's scores on the morpheme test.

The explanations provided for the differences among the programs are only a few of the many that might pertain. They serve primarily as suggestions for variables that might be studied in more detail in the future.

Two additional considerations should be kept in mind when viewing the results of this study. First, it should be remembered that the similarities far outnumber the differences found among the groups. Of forty-eight analyses computed only seven showed statistically significant differences.

Secondly, while the behaviors of the children differed depending upon in which program they were enrolled, there is no way of knowing whether entry into kindergarten might not produce new changes in behavior which will soon overshadow the results presented here. In other words, the results may reflect only transient behavior patterns that will soon be modified by new circumstances.

8.4 SUMMARY AND CONCLUSIONS

In summary, seven significant differences were found among the three groups of children chosen for study. These were in the categories of: verbal, social motivation and interaction, routine compliance behavior, expansive motility, seeking support, affection or help from the teacher, and confident verbalizations to the teacher. An attempt was made to relate these differences to observed differences within the structure, materials and teachers of the program. No attempt was made to pass value judgment on the desirability of the behaviors under consideration. That judgment must be made by those responsible for the choice of curriculum, material and teachers. The decision will depend on the desired goals held for the children.

The results are not conclusive, but they are highly suggestive of hypotheses to be tested by more detailed investigation in the future.

APPENDIX A

BIBLIOGRAPHY OF PRESCHOOL EDUCATION

APPENDIX A

A BIBLIOGRAPHY OF PRESCHOOL EDUCATION*

1. Adler, M. Some educational implications of the theories of Jean Piaget and J. S. Bruner. Canadian Education and Research Digest, 1964, 4, 291.

2. Allen, G. B. & Masling, J. M. An evaluation of the effects of nursery school training on children in the kindergarten, first and second grades. J. Education Research, 1957, 51, 285-296.

3. Allport, Gordon. Personality and social encounter. Boston: Beacon Press, 1960.

4. Alper, Thelma G. & Abrams, B. K. Reactions of middle and lower class children to fingerpaints as a function of class differences in child training practices. J. Abnormal Soc. Psychol., 1955. 51, 439-448.

5. Anastasi, Anne. Differential psychology. (3rd ed.) New York: MacMillan, 1958.

6. Anderson, H. H. Domination and social integration in the behavior of kindergarten children and teachers. Genetic Psychology Monograph, 1939, 21, 3.

7. Anderson, H. H., editor, Creativity and its cultivation, New York: Harper and Row, 1959.

8. Anderson, H. H., Creativity in childhood and adolescence, New York: Science and Behavior Books, 1965.

9. Anderson, J. E. The theory of early childhood education. Yearb. Nat. Soc. Stud. Educ., 1947, 46, 70-100.

10. Anderson, Marian P. & Fargo, Jean. Recommendations for development of pre-school education as proposed in Comprehensive Compensatory Programs under 1965 McAteer Act. Sacramento: Calif. State Dept. of Education, March 8, 1965 (Offset).

---

* Those references marked with an asterisk are considered particularly relevant to those involved in Head Start.

11. Andrews, Gladys. Creative rhythmic movement for children. New Jersey: Prentice-Hall, 1954.

12. Appel, M. H. Aggressive behavior in nursery school children and adult procedures in dealing with such behavior. J. Exp. Educ. 1942, 11, 185-199.

13. Arden House Conference, "Preschool enrichment of socially disadvantaged children." The Merrill Palmer Quarterly, July, 1964.

14. Asbell, Bernard. Not like other children. Redbook, October, 1963.

15. Asbell, Bernard. Six years old is too late, Redbook, 1965, 53, 124.

16. Ashley, Walter E. The society of the streets. New York: Ford Foundation, 1962.

*17. Ausubell, D. P. & Ausubel, P. Ego development among segregated Negro children. In A. H. Passow (Ed.), Education in depressed areas. New York: Teachers College, Columbia Univ. 1963, 109-141.

18. Babitz, Milton. Parent education--curriculum, methods and materials. Bulletin of the California State Dept. of Education, 1961, Vol. XXX, No. 2,

19. Bach, George R. Father-fantasies and father-typing in father-separated children. Child Development, 1946, 17, 63-80.

20. Bagdikian, Ben. Poverty: a special report--the invisible Americans. Saturday Evening Post, Dec. 21-28, 1963.

21. Baldwin, James. The fire next time. New York: Dial Press, 1963.

22. Ball, R. S. & Stott, L. Infant and preschool mental tests. Child Development Monographs, Vol. 30;3, 1965.

23 Baltimore, Maryland, Public Schools. Baltimore Bulletin of Education, Vol. 41, No. 2, 1963-64. (Entire issue devoted to education of disadvantaged.)

24. Bandura, A. & Huston, A. C., Identification as a process of incidental learning. J. Abnorm. Soc. Psychol., 1961, 63, 311-318.

25. Bandura, A., Ross, R. & Ross, S. Transmission of agression through imitation of agressive models. J. Abnorm. Soc. Psychol., 1961, 63, 575-582.

26. Bandura, A. & Walters, R, Social learning and personality development . New York: Holt, Rinehart & Winston, 1963.

27. Bayley, N. & Schaefer, E., Correlations of maternal and child behaviors with the development of mental abilities: data from the Berkeley Growth Study. Monogr. Soc. Res. Child Developm. 1964, 29, #97.

28. Beck, J. M. & Saxe, R. W. (Eds.) Teaching the culturally disadvantaged pupil. Springfield, Ill.: Thomas, 1966.

29. Beilin & Franklin, I., Logical operations in area and length measurement. Child Development, 1962, 33, 751.

30. Beilin, H., Learning and operational convergence in logical thought development, J. of Exp. Child Psychol. 1965, 2.

31. Bellenger, M. E., Guidance for the disaffected. Educational Leadership, 1963, 20, 297-99.

32. Beller, E. K., Dependency and independence in young children. J. Genetic Psychol., 1955, 87, 25-35.

33. Bellugi, U. & Brown, R., The acquisition of language. Child Dev. Monog., 1964, 27, 1.

34. Bereiter, C., A beginning language program for disadvantaged children. Paper presented at the American Educational Research Association, Chicago, Ill., 1966.

35. Bernstein, B. Language and social class. Brit. J. Sociol., 1960, 11, 271-276.

36. Bernstein, B., Social Structure, language and learning. Educ. Res., 1961, III.

37. Bernstein, B. Social class, linguistic codes and grammatical elements. Lang. and Speech, Oct-Dec., 1962, 5, 221-240.

38. Bernstein, B., Linguistic codes, hesitation phenomena, and intelligence. Lang. and Speech, 1962, 5, 31-46.

39. Bernstein, B., Social class and linguistic development. Educ., Economy and Society . Halsey, Floud and Anderson, (Eds.) New York: Free Press, 1961.

40. Bertolset, F., Culturally deprived in the great cities. Senior Scholastic, 1964, 84, 5-6.

41. Beyer, E., Nursery school settings--invitation to what? Chicago: National Association for Nursery Education, 1958.

42. Bing, E., Effect of child rearing practices on development of differential abilities. *Child Developm*. 1963, 34, 631-48.

43. Blackford and Massoni, A., *Social and economic characteristics of San Mateo County, California*. Redwood City: 1966.

* 44. Bloom, B., Davis, A. and Hess, R., *Compensatory education for cultural deprivation.* New York: Holt, Rinehart and Winston, 1965.

45. Bloom, B., Stability and change in human characteristics. New York: John Wiley, 1964.

46. Bloom, R. Whiteman, M. & Deutsch, M., Race and social class as separate factors related to social environment. *American J. of Sociol*., LXX, 4, 1965, 471-476.

47. Body, M. K., Patterns of agression in nursery school. *Child Dev*. 1955, 26, 3-11.

48. Bonney, M. E. & Nicholson, E. L., Comparative school adjustments of elementary school pupils with and without preschool training. *Child Developm*., 1958, 29, 125-33.

49. Boyd, G. E., The levels of aspiration of white and Negro children in a non-segregated elementary school. *J. Soc. Psychol*., 1952, 36, 191-196.

50. Brazziel, W. & Terrell, M., An experiment in the development of readiness in a culturally disadvantaged group of first grade children. *J. of Negro Educ*., 1962, 31, 4-7.

51. Brenner, A. & Samuelson, M. N., Kindergarten behavior and first grade achievement. *Merrill-Palmer Quart*. 1959, 5, 135-140.

52. Brookover, W. B., Thomas, S., & Paterson, Ann., Self concept of ability and school achievement. *Sociol. of Educ.*, 1964, 37, 3, 271-278.

53. Broom, L. & Glenn, N., *Transformations of the Negro American*. New York: Harper & Row, 1965.

*54. Brown, B. R., The relation of language development to social class and intelligence. *Teachers Journal*, 1965, 1, 1.

55. Brown, C., *Manchild in the promised land*., New York: MacMillan, 1965.

56. Brown, Harriett B. and Sinnette, Elinor D., School library program for children in depressed areas. *A L A Bulletin*, 1964, 58: 643-47.

57. Bruner, J. S., The cognitive consequences of early sensory deprivation. Psychosomatic Med., 1959, 19, 1-15.

58. Bruner, Jerome. On Knowing. Cambridge: Harvard Univ. Press., 1960.

59. Bruner, Jerome. The Process of Education. Cambridge: The Harvard Univ. Press., 1962.

60. Bruner, J. S. The course of cognitive growth. Amer. Psychologist, 1964, 19, 1-15.

61. Bruner, J. S., Toward a theory of instruction. Cambridge, Mass: Harvard Univ. Press, 1966.

62. Bruner, Catherine., Project help; early school admissions project. Education Digest, 1964, 29: 22-25.

63. Burgess, Evangeline. Values in Early Childhood Education. Washington, D. C.: National Education Association, 1965, 2nd ed.

64. Bussis, A. & Melton, R., Piaget for first grade teachers: a guide for understanding intellectual development. Paper presented at the American Educational Research Association Convention, Chicago, Ill., February, 1966. (Mimeo)

65. Byerly, Carl L., Pupils who do not respond. Educational Leadership, 1963, 20, 309-13.

66. Caille, R. K., Resistant behavior of preschool children. Child Developm. Monograph. 1933, #11.

67. Campbell, Joel., Testing of culturally different groups. Research and Development Reports, 63-4, 14. Educational Testing Service, June, 1964.

68. Caplan, Stanley W. & Ruble, Ronald A., A study of culturally imposed factors on school achievement in metropolitan area. J. of Educational Research, 1964, 58: 16-21.

69. Capps, G. S., Diverting our social dynamite. Journal of Home Economics, 1961, 53: 756-58.

70. Carlson, Arthur G., Walker, Evelynne, Bruer, Bernice, & Bowser, Velma., Compensatory education evaluation booklet for 1964-65, Evaluation of Pre-school. Fresno, Calif. Fresno City Unified School District., 1965 (Offset).

71. Carmichael, L. (ed.) Manual of child psychology. New York: John Wiley, 1954.

72. Carroll, J. B., Language development. In Harris, C. W. (Ed), Encyclopedia of Educational Research, New York: MacMillan, 1960.

73. Casler, L., Maternal deprivation: a cricital review of the literature. Child Development Monograph, 1961, 26, 2.

74. Cattell, R. (1957) Fluid and crystallized intelligence. In Jenkins and Paterson (Eds.) Studies in Individual Differences. New York: Appleton-Century-Crofts, 1961.

75. Caudle, Fairfield. Pre-reading skills through the "talking typewriter." The Instructor, 1965, 2, 39-40.

76. Cazden, Courtney B., Some implications of research on language development for pre-school education. Paper prepared for Social Science Research Council Conference on Pre-school Education, Chicago, February, 1966 (Offset).

77. Cherry-Peisach, Estelle., Children's comprehension of teacher and peer speech. Child Development, 1965, 30, 2, 467-480.

78. Cherry-Peisach, Estelle, & Deutsch, M., A study of language patterns. The Instructor, 1966, LXXv, 7.

79. Chittenden, G. E., Experiences in which young children may learn to share. Yearbook Nat. Soc Stud. Educ., 1947, 46, Part II, 179-193.

80. Christianson, Rogers & Ludlum., The nursery school. Boston: Houghton Mifflin, 1961.

*81. Clark, K. B. & Clark, M. K., The development of consciousness of self and the emergence of racial identification in Negro pre-school children. J. Soc. Psychol. 1940, 11, 159.

82. Clark, K. B. & Clark, M. K., Skin color as a factor in racial identification of Negro pre-school children. J. Soc. Psychol. 1940, 11, 159.

83. Clark, K. B., Prejudice and your child. Boston: Beacon Press, 1955.

84. Clark, K. B., Educational stimulation of racially disadvantaged children. In H. Passow (Ed.) Education in depressed areas. New York: Teachers College Bureau of Publications, 1963.

85. Clarke, A. D. B. & Clarke, A. M., Recovery from the effects of deprivation. Acta Psychol., 1959, 16, 137-144.

86. Clift, Virgil A., What can education do? The Educational Forum, 1966, 30, 2, 147-152.

87. Conant, James Bryant., Slums and suburbs. New York: McGraw-Hill Book Co., Inc. 1961, 147.

88. Corcoran, A. C., Color usage in nursery school painting. Child Development, 1954, 25, 107-113.

89. Coxford, A., Piaget: the effects of instruction on the stage placement of children in Piaget's seriation experiments. The Arithmetic Teacher, 1964, 11, 4.

90. Crosby, Muriel., Curriculum implications of human-relations education. Theory into Practice , October, 1962, 191-96.

91. Crosby, Muriel., A portrait of blight. Educational Leadership, 1963, 20, 300-304.

92. Crosby, ~~Muriel, Children in~~ crowded areas. Childhood Education, 1963, 39, 411-12.

93. Crosby, Muriel, Concept building in human relations education. Education, 1963, 80, 36-40.

94. Crosby, Muriel, The community and its schools: an adventure in human relations. Children, 1964, 2, 8-12.

95. Cutts, Warren G., Special language problems of the culturally deprived. Reprinted from The Clearing House, Oct., 1962, U.S. Dept. of Health, Ed. & Welfare, Office of Educ.

96. D'Amico, Victor, Experiments in creative art teaching. New York: Doubleday, 1960.

97. Darling, Richard L., School library services for the culturally deprived child. School Life, 1963, 46, 18-20.

98. Della-Dora, Delmo, Culturally disadvantaged: educational implications of certain social-cultural phenomena. Exceptional Children, 1962, 28: 467-72.

99. Della-Dora, Delmo, Culturally disadvantaged: further observations. Exceptional Children, 1963, 29: 226-36.

*100. Daugherty, Louise G., Working with disadvantaged parents. NEA Journal, 1963, 52: 18-20.

101. Davis, Allison, The education of culturally deprived children. Paper prepared for Conference on Human Relations co-sponsored by Univ. of Southern California School of Education and Anti-Defamation League of B'Nai B'rith), May, 1962.

102. de Leon, Marcus, Wanted--a new educational philosophy for the Mexican-American. Journal of Secondary Education, Nov., 1959.

103. de Leon, Marcus, The future of the Mexican-American in the U.S., reprint from speech made a Lulac State Conference, Anaheim, California.

104. Dennis, W., Causes of retardation among institutional children: Iran. Journal of Genetic Psychology, 1960, 96, 47-59.

105. Denny, Terry, Montessori reconstructed; now what? The Educational Forum, 1965, 29, 4, 436-442.

106. Deutsch, Cynthia P., Effects of environmental deprivation on basic psychological processes. Paper read at annual meeting of Amer. Educ. Res. Ass., Chicago, February, 1964.

107. Deutsch, Cynthia P., The disadvantaged child. Paper read at workshop in young children today at the National Social Welfare Assembly, New York, 1965.

*108. Deutsch, Cynthia P., Education for disadvantaged groups. Review of Educational Research, 1965, 35: 140-146.

109. Deutsch, Cynthia P., Education for some special groups. Review of Educational Research, XXV, 2, 1965, 140-146.

110. Deutsch, Cynthia P., Learning in the disadvantaged. Paper read at the Conference on the Analysis of Conceptual Learning, University of Wisconsin, Res. and Development Center for Learning and Re-Education, Madison, Wis., October, 1965.

111. Deutsch, Cynthia P., & Deutsch, M., Brief reflections on the theory of early childhood enrichment programs. Paper read at the Social Science Research Council Conference on Early Childhood Education, Chicago, February, 1966 (mimeo)

112. Deutsch, Martin, A program to demonstrate the effectiveness of a therapeutic curriculum for the socially deprived pre-school child. New York: Institute for Developmental Studies, Dept. of Psychiatry, New York Medical College, 1962 (dittoed)

113. Deutsch, Martin, The influence of social programming on early development: the nursery school. Journal of Nursery Education, April, 1963.

114. Deutsch, Martin, Reversing deprivation effects in the pre-school child. New York: Institute for Developmental Studies, Dept. of Psychiatry, New York Medical College, 1963b (mimeo.)

115. Deutsch, M. The disadvantaged child and the learning process. In Passow, A., (Ed.) Education in depressed areas, New York: Columbia University, 1963c.

116. Deutsch, Martin, The disadvantaged child and the learning process: some social psychological and developmental considerations. Institute for Developmental Studies. New York Medical College, 1963d.

117. Deutsch, Martin, A break for poverty's children. *Life*, April 3, 1964.

118. Deutsch, Martin, Facilitation development in the pre-school child: social and psychological perspectives. *Merrill-Palmer Quart.*, 1964, 10: 249-263.

119. Deutsch, M. & Brown, B. R., Social influences in Negro-white intelligence differences. *Journal of Social Issues*, 1964, XX, 2, 24-35.

120. Deutsch, M., Some influence of social deprivation on development. Paper read at annual meeting of American Educational Research Association, February, 1965. (a)

*121. Deutsch, Martin, What we've learned about disadvantaged children. *The Nation's School*, April, 1965 (b).

122. Deutsch, M., The meaning of equality in education. *In the public school and the life of the community*. Washington, D.C., 1965 (c).

123. Deutsch, M., Some aspects of early childhood programs. *In First Step Toward the Great Society-Perspectives*. Washington, D. C., 1965 d.

124. Deutsch, M., The role of social class in language development and cognition. *The American Journal of Orthopsychiatry*, 1965, XX, 1, 78-88.

125. Deutsch, M., Social intervention and malleability of the child. Paper read at Ann. Sch. of Educ. Lecture, Cornell Univ. 1965 f.

126. Deutsch, M., Early social environment and school adaption, *Teachers College Record*, 1965, 66, 8, 699-706.

127. Deutsch, M., Some psychosocial aspects of teaching the disadvantaged. *Teachers College Record*, 1966, 67, 4, 260-265.

128. Dickey, Frank G., Frontal attack on cultural deprivation. *Phi Delta Kappan*, 1964, 45: 398-400.

129. Dodson, Dan W. The changing neighborhood. *Educational Leadership*, 1961, 18: 497-501.

130. Dreger, Ralph M., & Miller, Kent S., Comparative psychological studies of Negroes and whites in the United States. Psychological Bulletin, 1960, 57: 361-402.

131. An early school admissions project. Baltimore City Public School, Baltimore, Maryland.

132. Education for socially disadvantaged children: Review of Educational Research, 1965, 35: #5.

133. Edwards, T., and Webster, S., Correlates and effects of ethnic group identification. Research relating to children, U.S. Department of Health Education and Welfare, Bull. 17, 1963.

134. Elam, Stanley, Educating the culturally deprived in the great cities. Phi Delta Kappan, 1963, 45: 70-100.

135. Elkind, D., The development of quantitative thinking. J. Genetic Psychol. 1961, 98, 37-46.

136. Ellis, R., Looking toward desired behavior in teachers of the disadvantaged. Urban Education, 1965, 1, 2, 117-126.

137. Erikson, E., Childhood and society, New York: Norton, 1963.

138. Feldman, Shirley & Merrill, K., Learning about words. New York: Teachers College Bureau of Publications, 1964.

139. Feldman, Shirley, A pre-school enrichment program for the disadvantaged. New Era, 1964, 45, 3, 79-82.

140. Feldman, Shirley, A pre-school enrichment program for disadvantaged children. In F. Hechinger (Ed.), Preschool education Today. New York: Doubleday, 1966.

141. Fisher, H., The psychology of Piaget and its educational application, International Review of Education, 1964, 10.

*142. Flavell, J. W., The developmental psychology of Jean Piaget. Princeton, N. J.: Van Nostrand, 1963.

143. Fleiss, Bernice H., Pre-school enrichment. Campus School Exchange Spring, 1964.

*144. Fowler, W., Cognitive learning in infancy and early childhood. Psychol. Bull. 1962, 59, 116-152.

145. Fowler, Longitudinal study of early stimulation in the emergence of cognitive processes. Paper delivered at Social Science Research Council conference on Preschool Education, Chicago Ill., February, 1966.

146. Frankenstein, C., The school without parents. In Dushkin and Frankenstein (Eds.) *Studies in Education*, Jerusalem: Mangus Press, 1963.

147. Frazier, Alexander, Teaching the culturally deprived. *National Elementary Principal*, 1963, 42: 16-19.

148. Frazier, Alexander, Broadening the experience of the culturally disadvantaged. *ALA Bulletin*, 1964, 58: 523-26.

149. Fremont, Herbert, Some thoughts on teaching mathematics to disadvantaged groups. *Arithmetic Teacher*, 1964, 11: 319-22.

150. Fusco, Gene C., *School-home partnership in depressed urban neighborhoods*. U.S. Department of Health, Education, and Welfare, Office of Education Bulletin 1964, No. 20.

151. Gardner, D.E.M., *The education of young children*. New York: Philosophical Library, 1957.

152. Gessell, A. et. al., *The first five years of life: A guide to the study of the preschool child*. New York: Harper, 1940.

153. Getzels, J. W., & Elkins, K., Perceptual and cognitive development. *Rev. Educ. Res.*, 1964, 34, 559-.

154. Getzels, Jacob & Jackson, Philip. Creativity and intelligence. New York: Wiley, 1962.

155. Gewirtz, J.L., Three determinants of attention seeking in young children. *Monogr. Soc. Res. Child Developm.*, 1954, 19, No. 2.

156. Ghiselin, Brewster. *The creative process*. Berkeley: Univ. of California Press, 1952.

157. Gill, L. and Spilka, B., Some non-intellectual correlates of academic achievement among Mexican-American secondary school students. *Journ. Ed. Psychol*. 1962, 53, p. 144-49.

158. Goff, R., Some educational implications of the influence of rejection on aspiration levels of minority group children. *Journal of Exper. Educ*. 1954, 23, p. 179-83.

159. Goldfarb, W., Effects of early institutional care on adolescent personality. *Journ. Exper. Educ*. 1943, 12, p. 106-129.

160. Goldfarb, W. Effects of psychological deprivation in infancy and subsequent stimulation. *Amer. J. Psychiat*. 1945, 102, 18-33.

161. Goldfarb, Psychological privation in infancy and subsequent adjustment. In Stendler, C. (Ed.) *Readings in child behavior and development*. New York: Harcourt, Brace and World, 1964.

162. Goldstein, L. S. Evaluation of an enrichment program for socially disadvantaged children. June 1965. Institute for Developmental Studies, New York Medical College.

163. Goldstein, L.S. & Deutsch, M., An enrichment program for socially disadvantaged children. Institute for Developmental Studies, New York Medical College.

164. Goodman, Mary A., Race awareness in young children. Cambridge: Addison-Wesley, 1952.

*165. Gordon, E. W., Characteristics of socially disadvantaged children. Rev. Educ. Research, 1965, 35, 377-388.

166. Graham, Jory. Handbook for project Head Start. Chicago: Univ. of Chicago, Urban Child Center, 1965.

167. Grambs, Jean D. The culturally deprived child: Achieving adequacy through education. Nat. Elementary Principal, 1964, 44, p. 9-15.

168. Gray, Susan, Klaus, Rupert, Miller, James, & Forrester, B. The Early Training Project: Handbook of aims and activities. Nashville: Peabody College for Teachers, 1965.

169. Grotberg, E. H., Learning disabilities and remediation in disadvantaged children. Rev. of Educ. Res., 1965, 35, 5, 413-426.

170. Guidelines for preschool compensatory education projects, California State Department of Education, Sacramento, 1966.

171. Guilford, J. P., The structure of intellect, Psychol. Bull., 1956, 53, 267-293.

172. Guilford, J. P., Three faces of intellect. Amer. Psychol., 1959 14, 469-479.

173. Harrington, Michael. The other America. Baltimore: Penguin Books, 1962.

174. Hartley, Frank & Goldstein, G. Understanding children's play. New York: Columbia Univ. Press, 1952.

175. Hartup, Willard W., Nurturance and nurturance--withdrawal in relation to the dependency behavior of preschool children. Child Development, 1958, 29, 191-201.

176. Havinghurst, R. J. & Others. The development of the ideal self in childhood and adolescence. Journal of Educational Research, 1946, 40, 241-57.

177. Havinghurst, Robert J., Social-class influences on American Education. Social Forces influencing American education, 60th Yearbook, Part II. National Society for the Study of Education. Chicago: University of Chicago Press, 1961. Chapter 5. 120-143.

178. Hayes, Charles H. Team teaching in culturally deprived areas. National Elementary Principal, 1965, 44: 60-65.

*179. Head Start - Child development programs - An invitation to help. Office of Economic Opportunity. Washington, D. C.: 1966.

*180. Head Start - Equipment and supplies, Office of Economic Opportunity. Washington, D.C.: 1966, (#9).

*181. Head Start - Medical: Office of Economic Opportunity, Washington, D.C.: 1966 (#2).

*182. Head Start - Nutrition, Office of Economic Opportunity; Washington, D.C.: 1966 (#3).

*183. Head Start - Parents. Office of Economic Opportunity, Washington, D.C.: 1966 (#6).

*184. Head Start - Points for parents. Office of Economic Opportunity; Washington D.C.: 1966 (#10).

*185. Head Start - Social Services: Office of Economic Opportunity, Washington, D.C.: 1966.

*186. Head Start - The staff. Office of Economic Opportunity, Washington, D. C.: 1966, (#1).

187. Headley, Lee & Leler, Hazel. A nursery school for cerebral palsied children. Children, 1961, 8: 17-21.

188. A healthy personality for every child: A digest of the Fact Finding Report to the Midcentury White House Conference on Children and Youth. 1951, 6-25.

189. Heffernan, Helen. Needed legislation concerning the very young. Paper prepared for C.A.N.E. Conference. Anaheim: November, 1963.

190. Heffernan, Helen & Todd, Vivian. The years before school. New York: MacMillan, 1964.

191. Henry, Jules. Culture Against Man. New York: Random House, 1963.

192. Hess, Robert D. Condensed inventory of preschool projects. Urban Child Center. University of Chicago, 1965.

*193. Hess, R.D., & Shipman, Virginia C., Early experience and the socialization of cognitive modes in children. Child Devepm. 1965, 36, 4, 869-886.

194. Hines, Ralph H., Social expectations and cultural deprivation. Journal of Negro Education, 1964, 33: 136-42.

195. Hirsch, J., Behavior genetics and individuality understood. Science, 1963, 142.

196. Hofman, H., Children's drawings as an indication of readiness for first grade. Merrill-Palmer Quart. 1958, 4, 165-179.

197. Hoffman, Melvin. English and the culturally deprived.

198. Hoffman, M.L. & Hoffman, Lois W., Review of child development research. Vol. 1. New York: Russell Sage Foundation, 1964.

199. Honzik, Marjorie P., MacFarlane, Jean W., & Allen, Lucille. The stability of mental test performance between two and eighteen years. J. Exp. Educ., 1948, 17, 309-324.

200. Hott, Irving, School administrator and the educationally disadvantaged child. Bulletin of the Natl. Assoc. of Secondary School Principals., 1964, 48: 85-98.

*201. Hunt, J. McV., Intelligence and experience. New York: Ronald Press, 1961.

202. Hunt, J. McV. The psychological basis for using pre-school enrichment as an antidote for cultural deprivation. In selected papers from the Institute for Developmental Studies, Arden House Conference on pre-school enrichment of socially disadvantaged children. Merrill-Palmer Quart., 1964, 10, 3, 209-243.

203. Hunt, J. McV., Traditional personality theory in the light of recent evidence. American Scientist, 1965, 53, 1, 80-97.

204. Inhelder, Barbel, Some aspects of Piaget's genetic approach to cognition. Child Development. Monograph 25: #2, 1962.

205. Irwin, O. C., Infant speech. The effect of systematic reading of stories. J. Speech Hear. Res., 1960, 3 (2), 187-190.

206. Jensen, A.R., The improvement of educational research. Teachers College Record, 1962, 64, 1, 20-27.

207. Jensen, A.R., Learning ability in retarded, average and gifted children. Merrill-Palmer Quarterly, 1963a, 9, (2).

208. Jensen, A.R., Learning in the pre-school years. *J. Nursery Educ*. 1963b, 18 (2), 113-138.

209. Jewett, Armo, Mersand, Joseph, and Gunderson, Doris V., *Improving English skills of culturally different yough in large cities.* U.S. Department of Health, Education and Welfare, Office of Education. Bulletin 1964, No. 5, Washington, D.C.: Government Printing Office, 1964, 216 p.

210. John, Vera P. & Deutsch, M., The role of language in the cognition processes of middle-class and lower-class children. Paper read at American Association for the Advancement of Science. New York, Dec., 1960.

211. John, Vera P., The intellectual development of slum children. *American Journal of Orthopsychiatry,* 1963, Vol. XXXIII, 5.

212. John, Vera P., Environmental influence on language development and enrichment. Institute for Developmental Studies, Dept. of Psychiatry, New York Medical College, 1963, (mimeo).

213. John, Vera P., A brief survey of research on the characteristics of children from low income backgrounds. Prepared for the U.S. Commissioner on Education, August, 1964.

214. John, Vera P., The relation between social experience and the acquisition of language. Paper read at the Orientation Conference for Professional Personnel in Child Development Centers for Project Head Start, Los Angeles, June, 1965.

215. Johnson, O. G., Organizing instruction and curriculum planning for the socially disadvantaged. *J. Negro Educ.*, 1964, 33, 3.

216. Jones, Lewis Wade. The social unreadiness of Negro youth. *Sat. Review 45*: 81-83, 91, October 20, 1962.

217. Kagan, J. & Freeman, Marion. Relation of childhood intelligence, maternal behaviors and social class to behavior during adolescence. *Child Develpm.*, 1963, 34, 899-911.

218. Karp, J. & Sigel, I., Psychoeducational appraisal of disadvantaged children. *Review of Educational Research*, 1965 XXXV, 5, 401-413.

219. Katz, I., Review of evidence relating to effects of desegregation on the intellectual performance of Negroes. *Amer. Psychol*, 1964, 19, 381-399.

220. Katz, L., Peters, D.L., & Stein, N., Observing behavior in kindergarten and preschool classes. *Childhood Educ*. (in press).

221. Keller, Suzanne. The social world of the urban slum child: Some early findings. *American J. of Orthopsychiatry.,* 1963, 823-831.

222. Kendler, Tracy S., Development of mediating responses in children. In S.C. Wright and J. Kagan (Eds.), *Basic cognitive processes in children*. *Monogr. Soc. Res. Child Developm*., 1963, 28, 33-48.

223. Kirk, S.A., *Early education of the mentally retarded*. Urbana: University of Illinois Press, 1958.

224. Klaus, R., & Gray, S., Early training project: Interim report. Murfreesboro, Tenn. City Schools and Peabody College for Teachers, 1963.

225. Klineberg, O., Negro-white differences in intellectual test performance: A new look at an old problem. *American Psychol*., 1963, 18, 4, 198-203.

226. Kris, E., *Psychoanalytic explorations of art*, New York: International University Press, 1952.

227. Kuenne, Margaret R., Experimental investigation of the relation of language to transposition behavior in young children. *J. Exp. Psychol*., 1946, 36, 471-490.

228. Kvaraceus, W. C., et. al., *Negro self-concept: implications for school and citizenship.* New York: McGraw-Hill, 1965.

229. Landreth, Catherin, *Education of the young child*. New York: Wiley, 1942.

230. Larson, Richard, and Olson, James L., Method of identifying culturally deprived kindergarten children. *Exceptional Children,* 1963, 30: 130-34.

231. Lauback, Frank, *The silent billion speak*. New York: Friendship Press, 1943.

232. Leshan, L. Time orientation and social class, *J. Abnorm. Soc. Psychol*., 47, 1952, p. 589-592.

233. Levin, Harry, *Preschool programs for disadvantaged children*. Report to Francis Keppel, U.S. Commissioner for Education, August 24, 1964 (Offset).

234. Levine, Daniel U., Co-education - a contributing factor in miseducation of the disadvantaged. *Phi Delta Kappan*, 1964, 46: 126-28.

235. Levine, Daniel U. Integration: reconstructing academic values of youths in deprived areas. Clearing House, 1964, 39: 159-62.

236. Levine, D., Differentiating instruction for disadvantaged students The Educational Forum, 1966, 30, 2, 143-144.

237. Lewis, Claudia & Biber, Barbara, Reactions of Negro children toward Negro and White teachers, Bank Street College of Education, New York.

238. Lewis, Oscar, The children of Sanchez. New York: Vintage Books. 1961.

239. Lewis, Phyllis A., Team teaching techniques and practices. Pittsburgh, Pa.: Board of Education, Oct. 1964.

240. Lipchick, Margaret. A saturday school for mothers and pre-schoolers. National Elementary Principal, 1964, 44: 29-31.

241. Lipsitt, L.P., & Spiker, C.C., Advances in child development and behavior: Vols. 1 & 2. New York: Academic Press, 1964; 1965.

242. Lipton, Aaron, Cultural deprivation. J. of Educ. Sociology, 1962, 36: 17-19.

243. Lisconbee, Lorenzo. Teaching science to the disadvanted pupil. Science Teacher, 1963, 30: 18-21.

244. Lovell, K. A follow-up study of some aspects of the work of Piaget and Inhelder in the child's conception of space. Brit. J. Educ. Psychol., 1959. 29, II.

245. Lovell, K. & Ogilvie, E., A study of the conservation of substance in the junior school child. Brit. J. Educ. Psychol.,

246. Lovell, K. A follow-up study of Inhelder and Piaget's. The growth of logical thinking. In Stendler, C. (Ed.) Readings in child behavior and development. New York: Harcourt, Brace and World, 1964.

247. Luria, A. R., & Yudovich, F. Ia. Speech and the development of mental processes in children. London: Staples Press, 1959.

248. Luria, A.R., The role of speech in the regulation of normal and abnormal behavior. New York: Liveright, 1961.

249. Luria, A. Verbal regulation of behavior, in Stendler, C. (Ed.) Readings in child behavior and development. New York: Harcourt, Brace and World, 1964.

250. Maccoby, E.E., Gibbs, P.R. et. al., Methods of child rearing in two social classes. In Stendler (Ed.) Readings in child behavior and development, 2nd ed. New York: Harcourt, Brace and World, 1964.

251. Maccoby, E.E., Role taking in childhood and its consequences for social learning. Child Development, 1959, 30, 239-252.

252. MacDonald, Dwight, Our invisible poor, a review of Harrington's The other America. The New Yorker, January 19, 1963.

*253. Macintosh, Helen K., Gore, Lillian, & Gertrude, M., Educating disadvantaged children under six. Washington, D.C.: Dept. of Health, Education, and Welfare, Office of Education, 1965.

254. MacKinnon, Donald, What makes a creative person? Saturday Review, February 10, 1962.

255. Mackworth, N.H., Originality, American Psychologist, 1965, 20, 51-66.

256. Malkin, Samuel, The culturally deprived child and science. Science and children, 1964, 1: 5-7.

257. Marshall, William H. An appraisal of selected aspects of a group of cooperative pre-schools and their value to enrolled children and mothers in Flint, Michigan. Unpublished Ed. D. Dissertation, Columbia University, Teachers College, 1960.

258. Martin, W.E., An armchair assessment of nursery. J. Nursery Educ. 1960-61, 16, 90-96.

259. Maslow, Abraham. Motivation and personality. New York: Harper and Row, 1954.

260. May, Edgar, The disjointed trio; poverty, politics, and power. Selective reading series #1. California State Dept. of Social Welfare. 1963.

261. McCandless, B. Environment and intelligence, Am J. of Mental Deficiency, 1952, 56, 505-19.

262. McCarthy, Dorothy, The language development of the pre-school child. Inst. Child Welfare Monogr., 1930, No. 4.

263. McCarthy, Dorothy, Language development in children. In L. Carmichael (Ed.), Manual of child psychology, 2nd ed, New York: John Wiley, 1954, 492-630.

264. Mednick, M. T., Mednick, S.A., and Mednick, E.V., Incubation of creative performance and specific associative priming, J. of Abnormal and Social Psychology, 1964, 69, No. 1.

265. Mednick, S.A., The associative base of the creative process. Psychological Review, 1962, 69, No. 3, 220-232.

266. Mednick, M. T., Mednick, S. A., and Jung, C. C., Continual Association as a function of level of creativity and type of verbal stimulus. J. of Abnormal and Soc. Psychology, 1964, 69, No. 5, 511-515.

267. McKee, J. P., & Leader, F. B., The relationship of socio-economic status and aggression to the competitive behavior of preschool children. Child Development 1955, 26, 135-141.

268. McVickar, Polly, The creative process in young children. J. of Nursery Education, Spring, 1959, 1.

269. Merrill Palmer Quarterly, The Merrill Palmer Institute, Detroit, Michigan, July, 1964.

270. Mille, R., & Merrifield, P.R., Book review of creativity and intelligence by J. W. Getzels and P. W. Jackson, Educational and Psychological Measurement, 1962, 22, 803-808.

*271. Milner, Esther, A study of the relationship between reading readiness in grade one school children and patterns of parent-child interactions.

272. Milwaukee Public Schools, Orientation classes for in-migrant transient children: final report, 1960-1963. Milwaukee, Wis., March 1964. 108.

273. Mischel, W., Preference for delayed reinforcement and social responsibility. J. Abnorm. Soc. Psychol., 1961, 62, 1-7.

274. Mitchell, Charles, The culturally deprived: educating the disadvantaged. Chicago, Ill.: Research Council of the great cities program for school improvement, 1964, 30p.

275. Montessori, M., Spontaneous activity in education (1917) Cambridge, Mass: Robert Bently, Inc. 1964.

276. Montessori, M., The Montessori elementary material (1917) Cambridge, Mass: Robert Bently Inc., 1964.

277. Montessori, Maria. The discovery of the child. Wheaton, Ill.: Theosophical Press, 1948.

278. Montessori, Maria, Education for a new world, Wheaton, Ill.: Theosophical Press, 1959.

279. Moore, Roderic Victor, The culturally disadvantaged child and the schools. Ravenswood School District, California.

280. Moustakas, Clark, The Self. New York: Harper and Row, 1956.

281. Murphy, Lois, Implications of cross-cultural findings on children for workers with children. Prepared for conference at Vassar College, June, 1953.

282. Mussen, Conger & Kagan. *Child development and personality*, New York: Harper and Row, 1963.

283. Mussen, P., and Distler, L., Masculinity, identification, and father-son relationships. *J. of Abnormal and social Psychology*, 1959, 59, 350-56.

284. Nation's Schools. Preschool programs strive to start deprived children on par with others. *Nation's Schools*, 73: 84, June, 1964.

285. National Council of Teachers of English. *Language programs for the disadvantaged*. Champaign, Ill. NCTE. 1965.

286. National Education Association and American Association of School Administrators, Educational Policies Commission. *Education and the disadvantaged American*. Washington, D.C., The Commission, 1963.

287. Newburgh City School District, *Project Springboard*. Newburgh, N. Y.: Public Schools.

288. Newton, Eunice Shald, *Culturally disadvantaged child in our verbal schools*. J. of Negro Education, 1962, 31: 184-87.

289. New York City Board of Education. *Handbook, Division of Elementary School*, 1963-64. New York: the Board, 1963.

290. New York City Board of Education. *Report of joint planning committee for more effective schools to the superintendent of schools*. New York, N.Y.: The Board, May 1964, 19p.

291. New York State Education Department, Bureau of Guidance, *Helping educational disadvantaged children*: The second year of project ABLE. Albany, N.Y.: The Department, 1964, 24p.

292. New York State Education Department, Division of Research. *Project ABLE: an Appraisal*. Albany, N.Y.: The Department, 1964, 25p.

293. Olim, Ellis G., Hess, Rover, D., & Shipman, Virginia C. Relationship between mothers' language styles and cognitive styles of urban preschool children. Paper presented Child Study Center, Univ. of Chicago, 1965 (mimeo.).

294. *Operation Counterpoise: Initial evaluation,* Boston Elementary Schools, 1964.

295. Ozmon, Howard A., Jr. A realistic approach to the writing of children's textboods for deprived areas. Elementary English, 1960, 30: 534-35.

296. Parnes, S.J., & Harding, H.F., A source book for creative thinking, New York: Charles Scriber's Sons, 1962.

297. Pasadena Unified School District. Compensatory education program at Abraham Lincoln Elementary School--first year report, 1963-64. Pasadena, Calif; Public Schools, 1964.

*298. Passow, A., (editor) Education in depressed areas. New York: Bureau of Publications, Teachers College, Columbia University, 1963.

299. Peel, E., The pupil's thinking. London: Oldbourne Book, 1960.

300. Peters, D.L., Towards the development of adequate measures for preschool projects for the disadvantaged. (Ditto), 1966.

301. Peters, D.L., Five tests for the evaluation of early education. (Ditto), 1966.

*302. Pettigrew, T., Profile of the Negro American. New York: D. Van Nostrand, 1964.

303. Piaget, J., The language and thought of the child. (2nd ed.) London: Routledge, 1932.

304. Piaget, J. Psychology of intelligence. Paterson, N.J.: Littlefield, 1963, (1950).

305. Piaget, Play dreams and imitation in childhood. New York: Norton, 1951.

306. Pickarts, Evelyn W., Parent education is more than a headstart. California Parent-Teacher, 1966, 42: 26-27.

307. Pierce-Jones, J., & Iscoe, I., (senior author), Divergent thinking, age, and intelligence in white and Negro children, Child Development, 1964, 35, 785-797.

308. Ponder, Eddie G., Understanding the language of the culturally disadvantaged child. Elementary Education, XXXIII, 7, 769-74.

309. Preschool Programs strive to start deprived children on par with others. Nation's school, 1964, 73, 84.

310. President's science advisory committee, panel on educational research and development. Innovation and experiment in education. Washington, D.C.: Gov. Printing Office, 1964, p. 29-38.

311. Programs for the educationally disadvantaged. U.S. Dept. of Health, Education and Welfare, Washington, D.C., 1962.

312. Rambusch, Nancy McCormick, Learning how to learn: an American approach to Montessori. Baltimore: Helicon Press, 1962.

313. Read, K. H., The nursery school: a human relations laboratory. Philadelphia: Saunders, 1960.

314. Raph, Jane B., Language development in socially disadvantaged children. Review of Educational Research, 1965, 35: 389-400.

315. Redl, F. & Wineman, D., Controls from within, New York: Free Press, 1952.

316. Rhinehart, Jesse B., A comparative evaluation of two nursery school parent education programs. J. of Educational Psychol. 1945, 36: 309-317.

*317. Riessman, Frank, The culturally deprived child. New York: Harper and Brothers, 1962.

318. Riessman, Frank, Culturally deprived child: a new view. School Life, 1963, 45: 5-7. Condensed: Education Digest, 1963, 29: 12-14.

*319. Riessman, Frank, The overlooked positives of disadvantaged groups. J. Negro Educ., 1964, 33, 3.

320. Robinson, H., The problem of timing in preschool education. Paper presented at Social Science Research Council Conference on Preschool Education, Chicago, February, 1966.

321. Roeper, A., Nursery school--a place to adjust or a place to learn. Child Study, 1959, 36, 2: 3-9.

322. Rogers, C.R., Toward a theory of creativity, In Anderson, H.H. Creativity and its cultivation, New York and Evanston: Harper and Row, 1959.

323. Rosen, B.C., & D'andrade, R., The psychological origins of achievement motivation. Sociometry, 1959, 22: 185-95.

324. Rosenblith, J. F., Learning by imitation in kindergarten children. Child Developm. 1959, 30: 69-80.

325. Rossev, E. R., Teachers of culturally disadvantaged American youth. J. of Negro Educ. 1963, 32, 114-21.

326. Rudolph, M., Living and Learning in the nursery school. New York: Harper and Bros., 1954.

327. Samora, Julian, The education of the Spanish speaking in the Southwest. Report presented at the Mexican-American Community and Careers for Youth Comm. Los Angeles, Jan. 1963.

328. School Management. What the poverty program will mean to your schools. (Interview with Sargent Shriver), *School Management*, 1964, 8: 66-71.

329. School programs for the disadvantaged. *Educational Research Service Circular 1*. 1965.

330. Schreiber, D., The gifted child in the disadvantaged area. Outline of talk to Coordinators of gifted children's programs, Los Angeles County.

331. Schwartz, Sydney L., *The effects of the parent cooperative nursery school experiences upon the mental health of the participating families.* Unpublished Ed.D. Dissertation, Columbia Univ. Teacher College, 1965.

332. Scientific American, September, 1958. Issue devoted to the creative process.

333. Sears, Pauline S., Doll play aggression in normal young children: influence of sex, age, sibling status, and father's absence. *Psychol. Monographs*, 1951, 65, #6.

334. Sears, Pauline S., Child rearing factors as related to playing of sex-typed roles. *American Psychologist*, 1953, 8: 431.

335. Sears, Pauline, Marie Montessori, *Contemporary Psychology*, 11, 4, 160-162, 1966.

336. Sears, P. & Levin, H., Levels of aspiration in preschool children. *Child Development*, 1957, 28, 3, p. 317-326.

337. Sears, P. & Dowling, E., Research in teaching in the nursery school. in Gage (Ed.). *Handbook of Research on teaching*, Chicago; Rand McNally, 1965.

338. Sears, Robert R., Relation of early socialization experience to aggression in middle childhood. *J. Abnorm. Soc. Psychol*. 1961, 63, 466-492.

339. Seller, J. Socio-economic status and conceptual thinking. *J. Abnorm. Soc. Psychol*., 1957, 55: 365-71.

340. Sexton, Patricia Cayo, *Education and income.* New York: Viking Press, 1961.

341. Shaffer, Harriet. The feasibility of parent cooperative nursery

schools in low income communities: An affirmative report. Paper delivered at Compensatory Education conference, California Teachers' Assn., San Francisco, February 27, 1965 (Offset).

342. Sharp, Charles M., If Johnny doesn't care...Educational Leadership, 1963, 20: 305-308.

343. Shaw, Archibald B., Slums and school people. The school administrator, 1964, 22: 2-6.

344. Siegel, A., & Kohn, L. Permissiveness, permission and aggression: The effect of adult presence or absence on agression in children's play. Child Develpm., 1959, 30: 131-142.

*345. Silberman, C., Crisis in black and white, New York: Random House, 1964.

346. Smedslund, The acquisition of conservation of substance and weight in children. II External reinforcement of conservation of weight and of the operations of addition and subtraction. Scand. J. Psychol. 1961b, 2: 71-84.

347. Smedslund, J. The acquisition of conservation of substance and weight in children. I. Indroduction, Scand. J. Psychol., 1961a, 2: 11-20.

348. Smedslund. The acquisition of conservation of substance and weight in children. III. Extinction of conservation of weight acquired normally and by means of empirical controls on a balance scale. Scand. J. Psychol. 1961c, 2: 85-87.

349. Smiley, Marjorie B., Who would teach here...PTA Magazine, 1963, 58: 16-20.

350. Smith, Mildred B., & Brahce, Care I. Focus on achievement. Educational Leadership, 1963, 20: 314-18.

351. Social issues and the schools, California teachers association journal, March, 1964.

352. Sparer, Edward, Polier, J.W., and Cohn, J.C., Law and poverty. Selective reading series #6. Calif. State Dept. of Social Welfare, 1965.

353. Spauling, R. L. Achievement creativity, and self-concept correlates of teacher-pupil transaction in elementary schools. In Stendler (Ed.) Readings in child behavior and development, 2nd ed. New York: Harcourt, Brace and World, 1964.

354. Spears, H. & Pivnick, I., How an urban school system identifies its disadvantaged. J. Negro Educ., 1964, 33, 3: 245-253.

355. Spiker, C.C., Verbal factors in the discrimination learning of children. Child Developm. Monograph, 1963, 28, 2: 53-69.

356. Spinning, James M. Rochester readers show life as is to deprived children. Nation's Schools, 1964, 73: 10-12.

357. Staats, A. W., Human Learning. New York: Holt, Rinehart & Winston, 1964.

358. Stein, Aletha H., & Wright, J. L., Imitative learning under conditions of nurturance and nurturance withdrawal. Child develpm., 1964, 35: 927-937.

359. Stendler, C., Possible causes of over depending on young children. Child Development, 1954, 25: 125-46.

360. Stendler, Celia & Martin, William. Child development: the process of growing up in society. New York: Harcourt Brace, 1960.

361. Stendler, Celia & Martin, William. Inter-group education in kindergarten-primary grades. New York: Macmillan, 1953.

362. Stendler, C., The montessori method, The Educational Forum, 1965, 29, 4: 436-442.

363. Strodbeck, F. L. Family interaction, values and achievement. In D. C. McClelland et. al. Talent and society, Princeton: Von Nostrand, 1958.

364. Strodbeck, F. L., Progress report--the reading readiness nursery school. Social Psychology Laboratory, Univ. of Chicago, 1963.

365. Stull, Edith G. Reading materials for the disadvantaged: from Yaki to Tlingit to Kotzebue. Reading Teachers 17: 522-27, April, 1964.

366. Tanaska, M., Campbell, J., Helmick, J., Piaget for first grade teachers: written exercises for assessing intellectual development. Paper presented at conference of American Educational Research Association, Chicago, February, 1966.

367. Taylor, Katherine W., Parent cooperative nursery schools, New York: Bureau of Publications, Teachers College, Columbia University, 1954.

368. Terrell, G., Durkin, K., & Wesley, M., Social class and the nature of the incentive on discrimination learning. J. of Abnormal and Social Psychology., 1959, 59: 270-272.

369. Thompson, D. C., Evaluation as a factor in planning programs for the culturally disadvantaged. J. Negro Educ., 1964, 33, 3: 333-340.

370. Thompson, George, The social and emotional development of preschool Children under two types of educational program. Psychological Monographs, 1944, 56, 5.

371. Thorndike, R. L. Proceedings of the 1962 Invitational Conference on Testing, in Wallach, M. A., and Kogan, N. Modes of Thinking in Young Children, New York: Holt, Rinehart, and Winston, Inc.

372. Tic Toc Cooperative Nursery. Annual Report, 1964-1965. North Richmond, California. Tic Toc Cooperative Nursery, 1964.

373. Torrance, E. P., Developing creative thinking through school experiences, in Parnes, S. J., & Harding, H. F., A Source Book for Creative Thinking, New York: Charles Scriber's Sons, 1959.

374. Torrance, E. P., Guiding creative talent, Englewood Cliffs, N. J.: Prentice-Hall, 1962.

375. Torrance, E. P. Scientific views of creativity and factors affecting its growth, Daedelus, Summer, 1965.

376. Urdal, L. Evaluation in noncognitive areas. Theory into practice, 1963, 2: 219-271.

377. U. S. Office of Education, Elementary Schools Section. The elementary school in the city: special effort for the disadvantaged child. School Life, 1963, 45: 26-29.

378. U.S. Office of Education. Programs for the educationally disadvantaged. Bulletin 1963, #17, Washington, D.C.: Gov. Printing Office, 1963.

379. Utter, Lawrence W., Helping our culturally impoverished children. NEA Journal, 1963, 52: 28-30.

380. Vitz, P., Some changes in behavior of nursery school children over a period of seven weeks. J. Nursery Educ., 1961, 161: 62-65.

381. Vygotsky, L. S., Thought and language, Boston: M. I. T. Press, 1962.

382. Wallach, M. A., & Kogan, N., Modes of thinking in young children, New York: Holt, Rinehart, and Winston, Inc., 1965.

383. Wann, K. D., Dorn, Miriam S., & Liddle, Elizabeth. Fostering intellectual development in young children. New York: Teachers College Bureau of Publications, 1962.

384. Ware, Kay, English programs for the culturally different; significant aspects of the St. Louis Program. Elementary English, 1963, 40: 611-14.

385. Wattenberg, William W., Education for the culturally deprived. National Elementary Principal, 1964, 44: 17-19.

386. Wechsler, D., Cognitive, conative, and non-intellective intelligence, American Psychologist. 1950, 5: 78-83.

387. Weikart, David P., Kamli, Constance K., Radin, Norman L. Perry preschool project progress report. Ypsilanti, Michigan: Ypsilanti Public Schools, 1964 (Offset).

388. Weiner, Max, and Murray, Walter, Another look at the culturally deprived and their levels of aspiration. J. of Educational Sociology, 1963, 36: 319-21.

389. Weinstein, Gerald, Do you dig all jive. Reprint from the Urban Teacher Preparation Program, School of Education, Syracuse Univ. Bureau of Curriculum Planning, 1964.

390. Weiss, Robert L., The grammar of reinforcement. Paper presented at Western Psychol-Assn., Portland, Oregon, 1964 (Ditto).

391. Weiss, Robert L., Studies in emitted reinforcing behavior. Paper presented at Western Psychological Assn., Honolulu, Hawaii, 1965 (Offset).

392. Wellman, Beth L., & McCandless, B. R., Factors associated with Binet IQ changes of pre-school children. Psychol, Monogr., 1946, 60, 2, (Whole No. 278).

393. Werner, H. Comparative psychology of mental development. (rev. ed.) Chicago: Collett, 1948.

394. Werner, M. & Feldmann, S., Validation studies of a reading readiness prognosis test for children of lower and middle socio-economic status. Ed. and Psychol. Meas., 1963, XXIII, 4.

395. White, R. W., Motivation reconsidered: the concept of confidence. Psychol. Rev., 1959, 66, 297-333.

396. White, Robert W., Competence and the psychosexual stages of development. Nebraska Symposium on Motivation.

397. Wilkerson, D. F., Prevailing and needed emphases in research on the education of disadvantaged children and youth. J. Negro Educ., 1964, 33, 3, 346-357.

398. Willie, Charles V., Anti-social behavior among disadvantaged youth: some observations on prevention for teachers. J. of Negro Educ. 1964, 33: 176-81.

399. Wilner, D.M., et. al., The housing environment and family life. Baltimore: Johns Hopkins Press, 1962.

400. Wolf, Eleanor P., and Wolf, Leo, Sociological perspective on the education of culturally deprived children. School Review, 1962, 70: 373-87.

401. Wolfe, Deborah P., Curriculum adaptations for the culturally deprived. J. of Negro Education, 1962, 31: 139-51.

402. Wolffheim, N., Psychology in the nursery school. New York: Philosophical Library, 1953.

403. Wolman, Marianne, Cultural factors and creativity. J. of Secondary Education, 1962, 37: 454-60.

404. Wright, J. Intellectual development, institute of child development, Univ. of Minnesota (Mimeo).

405. Wright, J. C. & Kagan, J. (Eds.) Basic cognitive processes in children. Monogr. Soc. Res. Child Develpm., 1963, 28, #2.

406. Wylie, Ruth C., Children's estimates of their schoolwork ability, as a function of sex, race, and socioeconomic level. J. Personality, 1963, 81: 203-224.

407. Yamamato, K., Creative thinking abilities and peer conformity in fifth grade children, 1965, Cooperative Research Project, No. 2031.

408. Yamamato, K., Creative thinking: some thoughts on research, Child Development, 1964.

409. Yarrow, L. J., Maternal deprivation: toward an empirical and conceptual reevaluation. Psychol. Bull., 1961, 58, 459-90.

410. Young, Ethel, The nursery school program for culturally different children. Unpublished, Palo Alto.

411. Zeaman, D. & House, Betty, An attention theory of retardate discrimination learning. Progress Report #3, Nov. 1961, Research Grant M-1099, Bethesda, Maryland: National Institute of Mental Health.

APPENDIX B

SAMPLE FORMS

Head Start Research and Evaluation
Human Resources Commission
San Mateo County
D.L. Peters & N.L. Stein
June 28, 1966

CHILD DATA SHEET

Child's name ____________________ Tester's name ____________________
Child's age ____________________ Date of Test ____________________
Program ____________________ Tape #______ Side #______ Entry______

1. POINT OF VIEW:
    1. Brother ___R______W___
    2. Mary ___R______W___
    3. Mary ___R______W___

2. IDEATIONAL FLUENCY:

ROUND SHARP

1.____________ 7.____________ 1.____________ 7.____________

2.____________ 8.____________ 2.____________ 8.____________

3.____________ 9.____________ 2.____________ 9.____________

4.____________ 10.____________ 4.____________ 10.____________

5.____________ 11.____________ 5.____________ 11.____________

6.____________ 12.____________ 6.____________ 12.____________

IF/F________ IF/O________ IF/NC________

3. UNUSUAL USES:

A. CUP:

1.____________________ 6.____________________

2.____________________ 7.____________________

3.____________________ 8.____________________

4.____________________ 9.____________________

5.____________________ 10.____________________

3. UNUSUAL USES: (continued)

B. NEWSPAPER

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

6.____________________

7.____________________

8.____________________

9.____________________

10.____________________

4. PICTURE COMPLEXITY:

1.______Seconds 2.________Seconds 3._____Seconds

5. IMPULSE CONTROL:

_____1. 0 to five

_____2. Six to ten

______3. Eleven to fifteen

______4. Fifteen up

6. CONSERVATION OF NUMERICAL CORRESPONDENCE:

__________ 1. Child does not understand the problem.

__________ 2. Cannot make correct one to one correspondence. Focuses on length or amount of space covered.

__________ 3. Makes one to one correspondence but becomes confused.

__________ 4. Achieved concrete operation. Makes one to one correspondence and retains throughout physical changes.

7. MEAN SENTENCE LENGTH: ________________ (In English)

8. STORY QUALITY:

______1. No free verbalization. Only brief utterances elicited through prodding by examiner.

______2. The child only describes what he sees. Little or no inference beyond the description of the dolls or actions presently taking place.

______3. Rudimentary story: The child makes some attempt at placing the dolls in a temporal context or provides cause and effect relationship with other events. There is some attempt at cohesiveness.

______4. Genuine story: There is a relationship between the characters and action, some indication of temporal sequence, cause and effect; the total verbalization holds together in a meaningful way.

Child's Name____________________

Project Name____________________

Teacher's Name____________________

Number of Children in Class________

Project Head Start Research and Evaluation
San Mateo County Human Resources Commission
August 4, 1966
D.L. Peters & N.L. Stein

Number of Children in Child's Family____ Child's Position in Family_____ (e.g. oldest, youngest)

Number of Days Child Attended Program______

Part One

Circle the phrase that, in your estimation, most nearly characterizes the child's behavior under each heading.

1. Continuing in activities:
   A. He wanders from activity to activity with no sustained participation.
   B. He continues in an activity only as long as others are involved.
   C. He continues in his own activity but is easily diverted when he notices the activities of others.
   D. He continues in his own activity and leaves it only when he is interrupted.
   E. He continues in his own activity in spite of interruptions.

2. Sustaining interest in structured activities:
   A. He refuses to participate in structured activities.
   B. He frequently leaves the activity.
   C. He wanders in and out of the activity, participating briefly.
   D. He remains in the group but becomes restless (i.e., fidgets, nudges, talks, etc.).
   E. He remains in the group and actively participates.

3. Performing tasks:
   A. He usually has to be asked two or three times before he will begin a simple task.
   B. He usually begins a task the first time he is asked, but dawdles and has to be reminded.
   C. He begins a task the first time he is asked, but is slow in completing it.
   D. He begins a task the first time he is asked and is prompt in completing the task.

4. Communicating wants:
   A. He does not verbalize his wants; acts out by pointing, pulling crying.
   B. He sometimes verbalizes but usually combines actions with words.
   C. He usually verbalizes but sometimes acts out his wants.
   D. He nearly always verbalizes his wants.

5. Borrowing:
   A. He does not borrow.
   B. He takes objects when in use by others without asking permission.
   C. He sometimes asks permission to use other's objects.
   D. He frequently askes permission to use other's objects.
   E. He nearly always asks permission to use other's objects.

6. Sharing
   A. He adamantly refuses to share equipment or toys.
   B. He grudgingly shares but only after adult intervention.
   C. He occasionally shares willingly with others.
   D. He frequently shares willingly with others.

7. Playing with others:
   A. He watches but does not play.
   B. He usually plays by himself.
   C. He plays with others but limits play to one or two children.
   D. He usually plays with larger group.

8. Initiating involvement--when other children are involved in an activity which permits the inclusion of additional children:
   A. He observes the activity but does not get involved.
   B. He observes the activity while continuing his own play.
   C. He sometimes initiates getting involved in the activity.
   D. He frequently initiates getting involved in the activity.
   E. He nearly always initiates getting involved in the activity.

9. Taking turns:
   A. He avoids such situations.
   B. He frequently interrupts or pushes others to get ahead of them in an activity involving taking turns.
   C. He attempts to take his turn ahead of time but does not push or quarrel in order to do so.
   D. He waits in turn, but teases or pushes those ahead of him.
   E. He waits for his turn or waits to be called on.

10. Disrupting others--when playing in group he disrupts others:
    A. Nearly always
    B. Frequently
    C. Occasionally
    D. Hardly ever

11. Dominance by others:
    A. He submits to the domination of others without objecting.
    B. He submits to the domination of others after physical or verbal objection.
    C. He usually does not submit to the domination of others.
    D. He hardly ever submits to the domination of others.

12. Reaction to frustration--when he does not get what he wants or things are not going well:
    A. He has a tantrum (screams, kicks, etc.) or withdraws into seclusion.
    B. He finds a substitute activity without seeking help in solving the problem.
    C. He seeks help from others in solving the problem without making an attempt to solve it himself.
    D. He seeks help from others in solving the problem after making an effort to solve it himself.

13. Dependence upon adults--he will continue on his own in an activity without having an adult participate with him or encourage him:
    - A. Hardly ever
    - B. Sometimes
    - C. Frequently
    - D. Nearly always

14. Accepting limits--when an adult sets limits on the child's activity (play space, use of materials, type of activity, etc.) and explains reasons for the limits, he accepts the limits:
    - A. Hardly ever
    - B. Sometimes
    - C. Frequently
    - D. Nearly always

15. Responses to unfamiliar adults:
    - A. He avoids, or withdraws from contact with, unfamiliar adults.
    - B. He, when initially approached by unfamiliar adults, avoids contact; but, if approached again, he is responsive.
    - C. He responds to overture by unfamiliar adult but does not initiate contact.
    - D. He readily moves toward unfamiliar adults.

16. Investigates unfamiliar situations:
    - A. He restricts himself to activities in which he has previously engaged.
    - B. He joins in an activity which is new for him only if other children engage in it.
    - C. He joins with other children in an activity which is new to everyone.
    - D. He engages in the activity which is new for him even though other children are not involved.

17. Effecting transitions--in changing from one activity to another:
    - A. He requires personal contact by an adult (i.e. holding hands, leading, etc.)
    - B. He will not move toward new activity until the physical arrangements have been completed.
    - C. He moves toward new activity when the teacher announces the activity.
    - D. He moves toward new activity without physical or verbal clues.

18. Changes in routine--when there is a change in routine (daily schedule, room arrangement, etc.) the child accepts the changes without resistance or being upset:
    - A. Hardly ever
    - B. Sometimes
    - C. Frequently
    - D. Nearly always

19. Seeking help--when involved in an activity in which he needs help:
    - A. He leaves the activity without seeking help.
    - B. He continues in the activity but only if help is offered.
    - C. He persists in the activity and finally seeks help.
    - D. He seeks help from others immediately.

Part Two

Rate the child along a continuum from 1 to 5 as you see the child's behavior falling between the two defined extremes.
Circle your choice

1. Motor activity:						
Restricted movement; does not attempt climbing and/or other difficult large muscle motor activities.	1	2	3	4	5	Moves freely and easily through space; engages in vigorous motor activities; attempts difficult physical tasks.
Unable to perform fine muscle activities such as cutting with scissors.	1	2	3	4	5	Easily performs intricate tasks with hands; shows excellent coordination.
2. Use of conceptual language:						
Limited use of conceptual language; speaks primarily in nouns and verbs; little attempt to categorize or see relationships.	1	2	3	4	5	Makes comparisons, counts, uses concepts of size, shape, number, color (not necessarily accurately).
3. In verbal contacts:						
Limited expression of fantasy, literal use of language concreteness.	1	2	3	4	5	Expresses himself imaginatively (plays adult and other fantasy roles).
4. Sex differentiation:						
Does not differentiate between sex roles; behaves in many ways typical of opposite sex.	1	2	3	4	5	Identifies with proper sex.
5. Decision making: (When faced with alternatives in an unstructured situation)						
Wanders aimlessly from one activity to another, or does not choose any.	1	2	3	4	5	Makes decisions easily and readily and pursues the chosen activity.
6. Coping with unexpected situations:						
Cries, panics, withdraws, becomes immobile.	1	2	3	4	5	Explores alternative choices.
7. Dependence on adults:						
Depends upon adults for directions or for carrying out activity.	1	2	3	4	5	Proceeds on his own without dependence on adults.

Part Three

The following questions are guidelines for the teacher's additional comments. They should not be considered restrictive. Brief and pointed responses will do very well. Additional comments may be put on the back of the sheet.

1. Is the child's parent (or parents) participating in the program or on the parent advisory committee? ______ If so, how?
2. In terms of your goals for the children enrolled in your program, do you feel that this child has made a significant advance?
3. What do you consider his area of greatest improvement? Please explain.
4. How would you characterize his verbal ability?
5. Do you think the child is ready to compete successfully in the public schools?
6. Do you see any weakness in the child which will require the special attention of those who work with him in the future?

Thank you for your cooperation.

Teacher____________ # Children____ # Adults______ Observer__________
Date____________Time______ Round________School________________

Activity:

1. Task orientation: Teacher prescribed and T appropriate; is not nec. whole group activity. A. Attentive to T; B. Strongly intent on individual work; C. Intent on individual work; D. Disinterest; E. Attent. to other child. F. Social work; G. Intent non T prescribed work; H. Aimless wandering; I. Disruptive.			
2. Affect: In response to whatever behavior. A. High; B. Moderate; C. Low; D. Listless.			
3. Motivation: A. Mainly sensory-motor; B. Mainly achievement; C. Mainly social; D. Routine compliance; E. Other.			
4. Cognitive: A. Seeking info; B. Offering info; C. Curiosity; D. Following cog. plan; E. Problem solving; F. Time; G. Color; H. Number; I. Comparison; J. Recall; K. Space; L. Causality; M. None			
5. Motility: A. Expansive; B. Neutral; C. Constricted			
6. Interpersonal behavior:			
6.1 Child to T: A. Present; B. Absent			
Response to T. initiation: A. Complies; B. Ignores; C. Resists; D. None.			
Seeks support, help, affection, approval; A. Strong; B. Moderate; C. Slight; D. None.			
Seeks recognition for achievement: A. Strong; B. Moderate; C. Slight; D. None.			
Verbalization to T: A. Confident; B. Hesitant; C. Whine; D. Perseveration; E. Stammer; F. None.			
6.2 Obs. child to other child: A. Present B. Absent.			
A. Active interchange; B. Approach tentatively; C. Passive part; D. Passive watching; E. Imitates; F. Avoids.			
A. Active friendly; B. Neutral; C. Hostile			
A. Dominative; B. Neutral; C. Submissive.			
A. Active sharing; B. Not tolerate sharing; C. None.			
A. Active competition; B. Avoid; C. None.			
Verbalization to other child: A. Confident; B. Hesitant; C. Whine; D. Perseveration; E. Stammer; F. None			
6.3 Other child to obs. child: A. Present; B. Absent.			
A. Approach active; B. Approach tentatively; C. Passive watching; D. Accept; E. Ignore; F. Reject.			
A. Friendly; B. Neutral; C. Submissive.			
A. Active sharing; B. Not tolerate sharing; C. None.			
A. Active competition; B. Avoid; C. None.			
Verbalization to obs. child: A. Confident; B. Hesitant; C. Whine; D. Perseveration; E. Stammer; F. None.			

Project Head Start Research and
Evaluation
San Mateo County Human Resources
Commission
June 27, 1966
D. L. Peters & N. L. Stein

PARENT INTERVIEW FORM

Parent's Name ____________________ Interviewer ______________

Address ____________________ Date ______________

Child's Name ____________________ Program ______________

We want to know what people who have children in Project Head Start think. Your help will be greatly appreciated and may lead to better programs next year.

We realize that some parents work or cannot leave their other children, while others are free to take part fully in the program.

1. Do you feel that parents should come and help in programs for their children?

2. Have you been asked to come to the Head Start program with your child? ______________ Did you attend? ____________

3. Were you asked to take part in the parents' advisory committee? __________ Have you gone to parent meetings? __________

4. Have you been asked to help in the children's program (for instance, by being a teacher aide, volunteer, escorting children to and from the center, helping with maintenance, playground supervision or other volunteer work)? ____________ If so, please give some details:

5. Would you be willing to help if asked? __________ How?

6. Were parent meetings at times when you could come? ________ What time is best for you?

Parent Interview Form, cont.

7. Did you have a way to get to the meetings? __________ If someone could give you a ride to the meetings would you go? ___________

8. Would you be able to come to meetings if there were a baby sitter for you?

9. What could be done to get more parents to take part in programs like this?

10. When you went to meetings or spoke to the teachers did you feel that they really understood your feelings and what you wanted for your child?

11. Do you think that you and other parents are getting a chance to say what you want to say?

12. Do you feel that the people running the program really wanted your help and ideas?

13. What could be done to make it easier for parents and Head Start people to get along with each other?

14. Do you think that the parent program helped you to better understand your child?

In what way?

15. Do you feel that your way of looking at the problem of your child's education has changed in any way from your taking part in the program?

How?

Parent Interview Form cont.

16. Did you make friends with other parents through the parent program?

17. Do you feel that you know more about the community where you live and what services are available (such as medical, social services etc.)

or how parents can get things done to bring about the changes they want?

18. Would you like to see a program for parents run all year round?

If so, what kind?

19. What do you think of Head Start as a whole? Do you think it is doing something good for you and your child? What?

20. What changes would you suggest for future programs being planned?

APPENDIX C

ADDITIONAL TABLES

TABLE C-1

INTERCORRELATION OF THE MEASURES

	Verbal Ability							
	IT7	IT8	TE4	TE2-2	TE2-3A	TE2-3B	BS6.1	BS6.2
IT7 Mean Morphemes	XXX	.73	.37	.25	.30	.25	.10	.20
IT8 Story Quality		XXX	.48	.31	.37	.33	-.12	-.17
TE4 Comm. Wants			XXX	.56	.50	.57	.30	.02
TE2-2 Concept. Lang.				XXX	.68	.69	.06	.16
TE2-3A Verb. Contacts					XXX	.87	-.02	-.08
TE2-3B Fluency						XXX	.13	.01
BS6.1 Verb. to T.							XXX	.35
BS6.2 Verb to C.								XXX
IT1 Point of View								
IT6 Numer. Corres.								
BS 4 Cog. Behavior								
IT2F Idea. Fluency Freq.								
IT2O Idea. Fluency Orig.								
IT2NC Idea. Fluency Non Con.								
IT3F Unusual Uses Freq.								
IT3O Unusual Uses Orig.								
IT3CC Unusual Use. Cat. Chng.								
TE18 Invest. Unfam.								
TE2-5 Decis. Making								
TE1 Cont. in Activity								
TE2 Sustain. Interest								
TE3 Perform. Task								
TE13 Depend. on Adults								
TE14 Accept Limits								
TE15 Effect. Trans.								
TE16 Chang. Routine								
TE19 Seeking Help								
TE2-7 Depend. Adults								
TE2-4 Sex Ident.								
IT5 Impulse Control								
IT4 Attention Span								
BS1A Attent. to T.								
BS1BC Inten. Indiv.work								
BS3B Main. Achieve.								
BS6.1A Response to T.								
BS6.1 Seek Supp. Total								
BS6.1 Seek Recog.								
BS6.1 Respon. to T(B&C)								
BS2A High Affect								
BS5A Expansive								
BS6.2 Int. with Other C.								
BS6.2AB Approach								
BS6.2A Friendly								
BS 6.2 Sharing								
BS 6.2 Dominative								
BS 6.2 Competitive								
TE5 Borrowing								
TE6 Sharing								
TE7 Playing								
TE8 Initiating								
TE9 Taking Turns								
TE10 Disruptive								
TE11 Dominance								
BS1F Social Work								
BS3C Social Motive								

IT = Individual test number
BS = Behavior Sample Item number
TE = Teacher Evaluation Item number

TABLE C-1 Continued

	Cognitive			Creativity					
	IT1	IT6	BS4	IT2F	IT20	IT2NC	IT3F	IT30	IT3CC
IT7	.19	.38	.12	.30	.24	.22	.25	.51	.29
IT8	.04	.11	-.08	.45	.46	.39	.26	.39	.14
TE4	-.25	.09	-.08	.45	.45	.42	.43	.19	.35
TE2-2	-.11	-.21	-.23	.31	.25	.16	.06	-.09	-.01
TE2-3A	-.20	-.09	-.27	.32	.31	.15	.19	.01	.25
TE2-3B	-.24	-.04	-.27	.37	.33	.21	.20	.03	.19
BS6.1	-.02	.01	-.26	-.07	.09	-.16	.01	.01	.10
BS6.2	-.16	.00	-.11	-.32	-.27	-.30	-.29	-.17	-.27
IT1	XXX	-.29	.10	-.09	-.17	-.13	-.01	.16	.13
IT6		XXX	.08	.03	-.09	-.22	-.08	.01	.18
BS4			XXX	-.16	-.16	-.17	-.21	-.11	-.06
IT2F				XXX	.89	.67	.67	.36	.39
IT20					XXX	.67	.54	.29	.34
IT2NC						XXX	.53	.23	.20
IT3F							XXX	.69	.69
IT30								XXX	.58
IT3CC									XXX
TE18									
TE2-5									
TE1									
TE2									
TE3									
TE13									
TE14									
TE15									
TE16									
TE19									
TE2-7									
TE2-4									
IT5									
IT4									
BS1A									
BS1BC									
BS3B									
BS6.1A									
BS6.1									
BS6.1									
BS6.1									
BS2A									
BS5A									
BS6.2									
BS6.2AB									
BS6.2A									
BS6.2									
BS6.2									
BS6.2									
TE5									
TE6									
TE7									
TE8									
TE9									
TE10									
TE11									
BS1F									
BS3C									

TABLE C-1 Continued

	Non-Intellective											
	TE18	TE2-5	TE1	TE2	TE3	TE13	TE14	TE15	TE16	TE19	TE2-7	TE2-4
IT7	.22	.16	.39	.10	.12	.24	.11	.02	.11	.31	.37	.11
IT8	.54	.23	.34	.11	.18	.31	.17	.22	.31	.57	.36	.06
TE4	.66	.43	.59	.27	.50	.44	.26	.33	.31	.73	.41	.26
TE2-2	.49	.59	.42	.57	.35	.31	.36	.45	.06	.62	.54	-.11
TE2-3A	.45	.45	.43	.24	.16	.28	.35	.29	.23	.40	.46	-.08
TE2-3B	.48	.52	.38	.28	.23	.32	.42	.31	.25	.48	.44	-.03
BS6.1	.25	-.06	-.16	.06	-.11	-.07	-.20	-.13	-.16	-.01	-.23	.19
BS6.2	-.05	-.09	-.23	-.31	-.34	.21	-.19	.40	-.50	-.09	-.35	.22
IT1	-.20	-.19	-.34	-.05	-.27	-.30	-.22	-.29	-.21	-.23	.23	-.03
IT6	.00	.10	.29	.13	.35	.17	.02	.24	-.04	.23	.28	.05
BS4	.05	-.06	.15	-.15	.28	.00	.14	-.23	-.08	-.14	-.30	-.05
IT2F	.31	.44	.48	.42	.32	.32	.27	.30	.50	.58	.38	.25
IT20	.32	.35	.42	.35	.36	.22	.21	.31	.40	.66	.26	.15
IT2NC	.34	.37	.27	.34	.40	.27	.30	.24	.36	.48	.31	.11
IT3F	.16	.28	.45	.19	.13	.35	.18	.19	.43	.30	.41	.14
IT30	-.03	.00	.22	-.01	-.19	.12	-.02	-.18	.10	.15	.13	-.02
IT3CC	.08	.13	.45	-.04	.05	.24	.16	-.07	.16	.15	.15	.06
TE18	XXX	.24	.38	.28	.34	.49	.25	.56	.48	.57	.29	.46
TE2-5		XXX	.51	.28	.54	.47	.73	.44	.26	.57	.80	.34
TE1			XXX	.31	.61	.61	.58	.46	.38	.59	.60	.05
TE2				XXX	.40	.35	.44	.50	.09	.50	.36	.16
TE3					XXX	.66	.61	.63	.27	.69	.50	.01
TE13						XXX	.62	.75	.38	.53	.63	.16
TE14							XXX	.52	.22	.47	.64	-.20
TE15								XXX	.40	.63	.65	.21
TE16									XXX	.30	.31	.33
TE19										XXX	.55	.11
TE2-7											XXX	-.27
TE2-4												XXX
IT5												
IT4												
BS1A												
BS1BC												
BS3B												
BS6.1A												
BS6.1												
BS6.1												
BS6.1												
BS2A												
BS5A												
BS6.2												
BS6.2AB												
BS6.2A												
BS6.2												
BS6.2												
BS6.2												
TE5												
TE6												
TE7												
TE8												
TE9												
TE10												
TE11												
BS1F												
BS3C												

TABLE C-1 Continued

	Non-Intellective										
	IT5	IT4	BS1A	BS1BC	BS3B	BS6.1A	BS6.1	BS6.1	BS6.1	BS2A	BS5A
IT7	.14	.26	.22	.04	.14	.15	.09	.13	-.23	.13	.11
IT8	.18	.33	.29	-.14	-.08	.11	.02	.19	-.07	-.08	.03
TE4	.31	.27	.35	-.46	-.10	.11	.09	.33	.04	-.18	.06
TE2-2	.28	.13	.12	-.29	-.12	-.10	-.03	.14	.12	-.09	-.12
TE2-3A	.19	.03	.00	-.16	-.17	-.12	.03	.07	-.06	.24	.07
TE2-3B	.19	.11	.03	-.31	-.19	-.12	-.10	.04	.03	-.23	.00
BS6.1	-.12	-.06	.36	-.37	-.06	.25	.22	.49	-.04	-.08	.01
BS6.2	-.06	-.23	-.31	-.34	-.19	-.29	-.17	-.06	-.27	.21	.40
IT1	-.10	.12	.26	.12	.15	.02	.04	.12	.17	.04	-.10
IT6	.34	-.06	.13	-.11	-.21	.08	.18	.10	-.08	.17	.16
BS4	-.09	-.03	.19	.37	.61	.07	.01	.14	-.10	-.13	.06
IT2F	.48	.34	.23	-.17	.01	.00	-.13	-.14	-.13	-.45	-.45
IT20	.37	.29	.13	-.09	.04	.02	-.16	-.13	-.10	-.26	-.36
IT2NC	.34	.46	.29	-.21	-.05	-.09	-.20	-.16	.00	-.27	-.35
IT3F	.36	.30	.29	-.25	-.11	-.23	-.09	-.10	-.15	-.47	-.48
IT30	.10	.25	.08	-.01	-.01	.01	-.19	-.06	-.36	-.15	-.37
IT3CC	.09	.36	.24	-.02	-.08	-.15	-.11	.03	-.23	-.33	-.27
TE18	.14	.28	.47	-.38	.01	.12	.18	.40	.02	-.09	.00
TE2-5	.40	.04	.00	-.01	-.12	-.30	-.21	.05	.34	-.41	.07
TE1	.46	.22	.14	-.05	.11	-.20	-.05	-.03	.15	-.27	-.12
TE2	.37	.22	.16	-.24	.11	-.21	-.14	-.24	-.20	-.10	-.08
TE3	.53	.18	.15	-.02	.05	-.11	-.16	-.02	.15	-.21	.02
TE13	.51	.19	.06	-.11	-.05	-.34	-.12	.03	-.09	-.39	-.14
TE14	.42	.06	-.08	.14	.15	-.44	-.43	-.24	.12	-.40	.03
TE15	.45	.15	.06	-.23	-.18	-.36	-.04	-.02	.11	-.13	-.04
TE16	.19	.25	.27	-.08	.09	.05	.10	.02	.18	-.39	-.36
TE19	.44	.34	.11	-.20	-.11	-.13	-.18	.05	.08	-.15	.01
TE2-7	.54	.04	.11	-.15	-.30	-.35	.08	.02	-.35	-.19	-.29
TE2-4	.07	.22	.30	-.43	-.12	.09	-.01	.06	.20	-.18	.11
IT5	XXX	.13	.17	-.12	-.01	.01	.05	-.03	-.05	-.26	-.22
IT4		XXX	.25	-.21	-.12	-.17	-.06	-.12	-.14	-.11	-.27
BS1A			XXX	-.46	-.06	.41	.52	.54	.14	.04	-.06
BS1BC				XXX	.53	-.06	-.31	-.26	.02	-.03	-.13
BS3B					XXX	.22	.00	.01	.05	-.04	-.17
BS6.1A						XXX	.54	.59	.16	.38	.02
BS6.1							XXX	.75	.32	.41	.25
BS6.1								XXX	.40	.22	.30
BS6.1									XXX	.11	.28
BS2A										XXX	.49
BS5A											XXX
BS6.2											
BS6.2AB											
BS6.2A											
BS6.2											
BS6.2											
BS6.2											
TE5											
TE6											
TE7											
TE8											
TE9											
TE10											
TE11											
BS1F											
BS3C											

TABLE C-1 Continued

	Social Competency									
	BS6.2	BS6.2AB	BS6.2A	BS6.2	BS6.2	BS6.2	TE5	TE6	TE7	TE8
IT7	-.18	.00	.00	.18	-.05	-.27	.03	.02	.34	.19
IT8	-.07	-.05	-.09	.05	-.02	-.05	.31	.12	.33	.47
TE4	.07	.02	-.07	-.17	-.16	.14	.55	.33	.45	.66
TE2-2	.24	-.08	-.07	-.24	-.01	-.06	.41	.27	.12	.50
TE2-3A	.22	-.08	.07	-.09	.14	-.18	.26	.37	.26	.48
TE2-3B	.29	.03	.10	-.13	.00	-.02	.31	.25	.27	.43
BS6.1	.04	.22	-.03	-.07	-.07	-.47	-.03	-.04	-.06	.01
BS6.2	.65	.88	.66	.22	.09	-.56	-.14	-.18	-.02	.07
IT1	-.24	-.33	-.22	-.24	-.09	-.10	-.20	-.17	-.12	-.11
IT6	-.06	.15	.01	.09	.22	-.15	-.07	-.03	-.02	.08
BS4	-.25	-.13	-.23	.08	.10	-.12	-.01	-.02	.10	-.12
IT2F	-.22	-.23	-.14	-.05	-.07	-.22	.52	.46	.12	.40
IT20	-.17	-.16	-.02	.09	-.01	-.22	.49	.55	.16	.41
IT2NC	-.15	-.26	-.20	-.08	-.07	-.15	.52	.39	.38	.36
IT3F	-.20	-.38	-.37	-.33	-.03	-.09	.25	.21	.16	.16
IT30	-.15	-.16	-.20	-.26	-.16	-.05	.14	.14	.08	-.17
IT3CC	-.27	-.30	-.23	-.05	-.06	-.26	.14	.17	.35	.02
TE18	.05	.01	.11	-.11	.15	.13	.58	.38	.31	.71
TE2-5	.01	-.28	-.24	-.24	-.08	-.08	.56	.31	.22	.24
TE1	-.17	.19	-.09	-.02	.10	-.26	.54	.34	.32	.40
TE2	.11	.10	.10	.05	.05	-.05	.54	.56	-.19	.37
TE3	-.07	-.14	-.14	.20	.16	-.09	.62	.52	.45	.44
TE13	.08	-.11	-.19	.15	.00	-.06	.58	.47	.38	.39
TE14	.06	-.06	-.02	.06	.08	-.04	.65	.37	.29	.19
TE15	.13	-.02	-.06	.12	.33	-.02	.62	.48	.10	.55
TE16	-.37	-.41	-.44	-.29	.06	-.09	.50	.21	-.08	.30
TE19	.07	.01	-.08	.01	.33	.05	.69	.47	.28	.60
TE2-7	-.04	-.23	-.17	-.17	.10	-.18	.48	.36	.19	.32
TE2-4	.09	.32	.18	.12	.01	.21	.37	.19	-.03	.41
IT5	-.12	-.15	-.10	-.02	-.12	-.14	.40	.49	.24	.33
IT4	-.21	-.19	-.29	-.01	-.16	-.19	.28	.02	.11	.31
BS1A	.49	-.33	-.33	-.20	.01	-.17	.23	.23	.22	.34
BS1BC	-.33	-.28	-.18	.25	.02	-.18	-.20	.01	-.13	-.50
BS3B	-.29	-.21	-.15	-.07	-.05	-.03	.01	.03	-.15	-.07
BS6.1A	-.37	-.02	.14	.01	-.26	-.29	-.22	.09	.15	.08
BS6.1	-.38	-.16	-.12	-.15	-.09	-.22	-.23	.01	-.09	.31
BS6.1	-.26	-.13	-.19	-.24	-.13	-.01	-.07	.04	.21	.30
BS6.1	-.26	-.36	-.38	-.31	-.15	.05	.13	-.17	.09	.13
BS2A	-.07	.28	.37	.11	.11	-.18	-.42	-.17	-.10	-.06
BS5A	.36	.38	.30	.07	.09	.14	-.06	-.06	-.14	.21
BS6.2	XXX	.58	.45	.05	.09	.48	.02	-.08	.11	.20
BS6.2AB		XXX	.83	.43	.09	.40	-.02	-.10	-.08	.05
BS6.2A			XXX	.46	.11	-.03	-.07	-.07	-.02	.04
BS6.2				XXX	.10	.01	.08	.08	.18	.00
BS6.2					XXX	-.10	-.05	.01	.01	.10
BS6.2						XXX	.13	-.24	-.11	.00
TE5							XXX	.54	.21	.55
TE6								XXX	.16	.42
TE7									XXX	.36
TE8										XXX
TE9										
TE10										
TE11										
BS1F										
BS3C										

TABLE C-1 Continued

	Social Competency				
	TE9	TE10	TE11	BS1F	BS3C
IT7	-.03	.21	.34	-.25	-.05
IT8	.19	.25	.27	-.31	-.08
TE4	.37	.22	.30	-.01	.30
TE2-2	.50	.07	.57	-.08	.17
TE2-3A	.41	.25	.49	-.03	.20
TE2-3B	.42	.31	.50	.04	.46
BS6.1	-.14	-.21	-.04	.28	.22
BS6.2	-.27	-.23	-.20	.84	.42
IT1	-.15	-.10	-.16	-.39	-.21
IT6	-.08	-.04	.17	.03	.03
BS4	.09	.11	-.18	-.14	-.25
IT2F	.37	.51	.18	-.30	.05
IT2O	.34	.42	.13	-.20	-.09
IT2NC	.38	.39	-.01	-.38	-.05
IT3F	.14	.42	.29	-.32	.15
IT3O	-.28	.26	.31	-.25	-.10
IT3CC	.12	.44	.06	-.32	-.04
TE18	.42	.12	.23	-.08	.24
TE2-5	.63	.44	.27	-.15	.10
TE1	.47	.51	.36	-.22	-.03
TE2	.50	.37	.40	.05	-.11
TE3	.44	.44	.64	-.11	-.04
TE13	.60	.53	.18	-.02	.28
TE14	.71	.69	.23	-.05	.07
TE15	.58	.39	.28	.09	.15
TE16	.30	.36	.31	-.33	-.06
TE19	.60	.44	.33	-.03	.10
TE2-7	.48	.38	.39	-.10	.03
TE2-4	.05	.12	-.23	.09	.30
IT5	.32	.21	-.03	-.09	.05
IT4	.24	.28	.09	-.41	.08
BS1A	.03	-.05	-.09	-.46	-.12
BS1BC	.08	.12	-.09	-.18	-.54
BS3B	.02	-.03	-.09	-.08	-.37
BS6.1A	-.43	-.57	-.35	-.10	-.18
BS6.1	-.34	-.54	-.09	.01	-.14
BS6.1	-.23	-.46	-.16	.02	.02
BS6.1	.12	-.26	-.08	-.11	-.02
BS2A	-.48	-.59	.00	.27	-.32
BS5A	-.04	-.24	-.03	.45	.00
BS6.2	.08	-.03	.16	.57	.58
BS6.2AB	-.20	-.05	-.15	.79	.32
BS6.2A	-.23	-.07	-.19	.61	.13
BS6.2	.16	.27	-.41	.23	-.16
BS6.2	-.05	.11	.21	.10	-.22
BS6.2	.08	.00	.01	.51	.39
TE5	.79	.58	.04	-.09	.06
TE6	.56	.37	-.05	-.02	-.23
TE7	.24	.19	-.23	-.21	.24
TE8	.41	.12	.16	.02	.23
TE9	XXX	.63	.14	-.18	.05
TE10		XXX	.16	-.17	.05
TE11			XXX	-.04	.10
BS1F				XXX	.26
BS3C					XXX

TABLE C-2

REDWOOD CITY ELEMENTARY SCHOOL DISTRICT
Teacher's Evaluation of the Child

		3rd Week					Final Week				
		A	B	C	D	E	A	B	C	D	E
1.	Continuing in activities	23	12	26	15	24	11	15	18	24	32
2.	Sustained interest	28	18	21	33	-	2	11	17	28	42
3.	Performing tasks	34	23	18	25	-	19	21	22	39	-
4.	Communicating wants	14	35	15	36	-	4	24	24	48	-
5.	Borrowing	34	26	20	20	-	1	16	20	63	-
6.	Sharing	12	25	36	27	-	3	18	43	14	20
7.	Playing with others	7	26	45	22	-	0	13	41	39	7
8.	Initiating involvement	17	15	27	20	11	6	14	30	19	31
9.	Taking turns	37	14	18	31	-	1	25	12	18	44
10.	Disrupting others	13	25	28	34	-	4	15	29	52	-
11.	Dominance by others	17	22	35	26	-	13	21	27	39	
12.	Reaction to frustration	22	29	24	25	-	21	17	19	63	-
13.	Dependence on adults	18	30	27	25	-	10	27	19	44	-
14.	Accepting limits	27	31	18	24	-	4	17	25	54	-
15.	Effecting transitions	37	28	26	19	-	13	19	28	40	-
16.	Changing routine	5	19	28	48	-	1	6	22	71	-
17.	Response to unfamiliar adults	27	18	34	11		10	25	32	33	-
18.	Unfamiliar situation	22	33	26	19	-	9	23	28	40	-
19.	Seeks help	32	19	27	22	-	11	11	29	49	

1A.	Motor activity	10	11	23	36	20	06	12	23	32	27	1A
1B.		08	23	23	27	19	10	18	29	14	29	1B
2.	Conceptual language	21	27	15	22	15	09	20	23	20	28	2
3.	Verbal contacts	18	29	20	15	18	08	17	32	20	23	3
4.	Sex differentiation	02	02	21	13	62	-	04	10	21	65	4
5.	Decision making	14	24	21	22	19	03	19	24	34	20	5
6.	Coping	15	30	25	18	12	08	15	30	28	19	6
7.	Dependence on adults	18	24	21	22	15	07	19	26	30	18	7

TABLE C-3

SAN MATEO CITY ELEMENTARY SCHOOL DISTRICT
Teacher's Evaluation of the Child

		3rd Week					Final Week					
		A	B	C	D	E	A	B	C	D	E	
1.	Continuing in activities	15	07	22	04	52	17	03	13	22	35	1
2.	Sustained interest	12	15	19	54	-	06	06	23	23	42	2
3.	Performing tasks	23	23	12	42	-	17	30	13	40	-	3
4.	Communicating wants	28	12	12	48	-	10	25	10	55	-	4
5.	Borrowing	36	40	04	20	-	26	35	23	01	13	5
6.	Sharing	0	44	52	04	-	15	23	52	10	-	6
7.	Playing with others	04	24	40	32	-	0	19	19	62	-	7
8.	Initiating involvement	08	0	64	28	0	16	16	29	13	26	8
9.	Taking turns	20	12	20	48	-	13	29	06	16	36	9
10.	Disrupting others	08	08	18	65	-	06	09	35	50	-	10
11.	Dominance by others	27	19	31	23	-	16	06	40	38	-	11
12.	Reaction to frustration	09	25	33	33	-	32	19	10	39	-	12
13.	Dependence on adults	17	08	17	58	-	11	19	19	51	-	13
14.	Accepting limits	12	32	16	44	-	10	29	22	39	-	14
15.	Effecting transitions	19	15	39	27	-	18	09	30	43	-	15
16.	Changing routine	09	13	13	65	-	10	0	21	69	-	16
17.	Response to unfamiliar adults	26	26	26	22	-	19	23	35	23	-	17
18.	Unfamiliar situation	32	32	20	16	-	33	19	19	29	-	18
19.	Seeks help	42	08	46	04	-	23	23	42	12	-	19
1A.	Motor activity	19	35	15	19	12	0	10	16	26	48	1A
1B		22	17	28	22	06	13	16	33	19	19	1B
2.	Conceptual language	15	50	08	19	08	16	13	23	16	32	2
3.	Verbal contacts	38	17	14	17	14	07	19	29	26	19	3
4.	Sex differentiation	07	39	11	11	32	0	03	10	22	65	4
5.	Decision making	23	08	46	08	15	10	13	13	33	31	5
6.	Coping	33	20	33	10	0	27	10	16	31	16	6
7.	Dependence on adults	24	08	28	20	20	07	10	22	32	29	7

TABLE C-4

SAN MATEO PARENTS' NURSERY SCHOOL
Teacher's Evaluation of the Child

		3rd Week					Final Week				
		A	B	C	D	E	A	B	C	D	E
1.	Continuing in activities	23	23	18	18	18	0	03	33	22	42
2.	Sustained interest	29	17	25	29	-	0	06	03	31	60
3.	Performing tasks	28	32	21	19	-	10	12	43	35	-
4.	Communicating wants	30	24	30	16	-	09	22	37	32	-
5.	Borrowing	18	55	27	0	-	0	06	35	53	06
6.	Sharing	0	24	62	14	-	0	0	39	61	-
7.	Playing with others	04	25	46	25	-	0	03	47	50	-
8.	Initiating involvement	07	10	53	25	05	0	0	22	47	31
9.	Taking turns	29	25	10	36	-	0	10	66	26	58
10.	Disrupting others	0	25	39	36	-	0	28	25	47	-
11.	Dominance by others	19	37	45	09	-	03	10	42	45	-
12.	Reaction to frustration	09	23	32	36	-	23	15	20	42	-
13.	Dependence on adults	11	21	45	23	-	0	10	30	60	-
14.	Accepting limits	11	15	52	22	-	0	23	27	50	-
15.	Effecting transitions	18	13	45	24	-	10	0	28	62	-
16.	Changing routine	06	60	26	08	-	02	13	23	62	-
17.	Response to unfamiliar adults	29	21	39	11	-	02	07	63	28	-
18.	Unfamiliar situation	17	39	19	35	-	0	15	27	58	-
19.	Seeks help	43	23	19	15	-	11	19	35	35	-
1A.	Motor activity	0	20	43	33	04	0	03	39	48	10
1B.		03	07	57	30	03	0	02	52	23	23
2.	Conceptual language	0	21	53	18	08	0	14	30	36	20
3.	Verbal contacts	0	27	50	13	10	0	13	40	25	22
4.	Sex differentiation	0	0	48	32	20	0	03	25	47	25
5.	Decision making	06	24	39	21	10	02	10	19	53	16
6.	Coping	0	23	48	29	0	0	16	16	53	15
7.	Dependence on adults	06	23	37	31	03	0	10	13	42	35

TABLE C-5

ST. FRANCIS OF ASSISI
Teacher's Evaluation of the Child

		3rd Week					Final Week				
		A	B	C	D	E	A	B	C	D	E
1.	Continuing in activities	19	23	38	15	05	12	12	38	12	26
2.	Sustained interest	14	30	30	26	-	04	16	16	24	40
3.	Performing tasks	18	45	10	27	-	09	35	13	43	-
4.	Communicating wants	17	24	17	42	-	0	16	28	56	-
5.	Borrowing	14	39	14	33	-	19	10	33	05	33
6.	Sharing	0	14	36	50	-	05	11	37	47	-
7.	Playing with others	13	23	32	32	-	0	19	62	19	-
8.	Initiating involvement	36	16	16	12	20	0	24	42	17	17
9.	Taking turns	24	28	0	48	-	04	16	20	24	36
10.	Disrupting others	12	17	17	54	-	0	14	29	57	-
11.	Dominance by others	28	32	24	16	-	32	18	45	05	-
12.	Reaction to frustration	09	36	41	14	-	10	43	14	33	-
13.	Dependence on adults	20	40	20	20	-	14	21	29	36	-
14.	Accepting limits	07	28	34	31	-	02	25	23	50	-
15.	Effecting transitions	35	12	50	03	-	08	13	50	29	-
16.	Changing routine	0	24	20	56	-	0	21	38	41	-
17.	Response to unfamiliar adults	20	42	23	15	-	20	13	54	13	-
18.	Unfamiliar situation	12	19	31	38	-	13	29	20	38	-
19.	Seeks help	52	04	24	20	-	20	24	36	20	-
1A.	Motor activity	08	16	28	20	28	08	42	08	13	29
1B.		13	13	21	25	28	04	18	41	14	23
2.	Conceptual language	31	15	19	27	08	24	24	20	24	08
3.	Verbal contacts	40	15	15	15	15	24	16	32	12	16
4.	Sex differentiation	20	16	08	0	56	12	04	12	12	60
5.	Decision making	15	27	30	13	15	16	28	20	16	20
6.	Coping	16	24	28	16	16	08	24	20	32	16
7.	Dependence on adults	24	32	16	16	12	16	20	20	24	20

TABLE C-6

JEFFERSON ELEMENTARY SCHOOL DISTRICT
Teacher's Evaluation of the Child

		3rd Week					Final Week				
		A	B	C	D	E	A	B	C	D	E
1.	Continuing in activities	12	21	35	28	04	16	13	18	32	21
2.	Sustained interest	09	26	37	28	-	00	0	18	32	50
3.	Performing tasks	19	28	35	15	-	05	18	34	43	-
4.	Communicating wants	09	09	42	40	-	03	15	21	61	-
5.	Borrowing	16	32	40	12	-	08	22	19	19	32
6.	Sharing	09	16	48	27		00	11	57	30	02
7.	Playing with others	05	07	77	11	-	00	11	68	21	-
8.	Initiating involvement	07	05	44	28	16	06	06	26	29	33
9.	Taking turns	31	23	10	36	-	00	35	19	13	43
10.	Disrupting others	05	12	28	55	-	03	24	32	41	-
11.	Dominance by others	09	19	39	33	-	03	16	52	29	-
12.	Reaction to frustration	14	35	28	23	-	21	15	15	49	-
13.	Dependence on adults	05	28	42	25	-	00	19	56	25	-
14.	Accepting limits	09	23	28	40	-	03	19	30	48	-
15.	Effecting transitions	19	05	60	16	-	16	10	55	19	-
16.	Changing routine	05	19	21	55	-	02	07	32	59	-
17.	Response to unfamiliar adults	09	19	14	68	-	03	05	52	40	-
18.	Unfamiliar situation	07	30	30	33	-	08	11	50	31	-
19.	Seeks help	19	47	26	08	-	16	22	48	14	-
1A.	Motor activity	0	11	26	40	23	0	0	11	54	35
1B.		03	10	37	47	03	0	0	11	62	27
2.	Conceptual language	0	06	50	38	06	0	08	19	42	31
3.	Verbal contacts	0	32	34	26	08	0	08	26	45	21
4.	Sex differentiation	0	0	0	05	95	0	03	0	03	94
5.	Decision making	02	19	31	36	12	0	08	32	45	15
6.	Coping	0	05	42	35	18	05	14	14	49	12
7.	Dependence on adults	13	18	40	23	06	03	06	32	41	18

TABLE C-7

SAN BRUNO ELEMENTARY SCHOOL DISTRICT
Teacher's Evaluation of the Child

		3rd Week					Final Week				
		A	B	C	D	E	A	B	C	D	E
1.	Continuing in activities	04	04	26	40	26	04	0	36	21	39
2.	Sustained interest	04	27	31	38	-	0	03	19	41	37
3.	Performing tasks	30	18	26	26	-	19	19	35	27	-
4.	Communication wants	0	31	38	31	-	0	07	56	37	-
5.	Borrowing	26	17	26	31	-	04	17	24	38	17
6.	Sharing	07	30	48	15	-	0	19	58	23	-
7.	Playing with others	0	28	60	12	-	0	23	58	19	-
8.	Initiating involvement	04	32	52	12	0	0	08	54	38	0
9.	Taking turns	08	28	24	40	-	0	18	29	17	38
10.	Disrupting others	08	0	36	56	-	03	15	30	52	-
11.	Dominance by others	08	35	42	15	-	12	33	22	33	-
12.	Reaction to frustration	15	15	35	35	-	16	19	38	27	-
13.	Dependence on adults	04	36	40	20	-	0	11	59	30	-
14.	Accepting limits	08	32	28	32	-	08	30	27	35	-
15.	Effecting transitions	16	28	44	12	-	04	50	32	14	-
16.	Changing routine	07	21	31	41	-	08	14	32	46	-
17.	Response to unfamiliar adults	08	32	40	20	-	04	24	52	20	-
18.	Unfamiliar situation	17	36	22	25	-	0	36	52	12	-
19.	Seeks help	05	58	29	08	-	07	29	57	07	-
1A.	Motor activity	04	08	27	15	46	0	04	20	20	56
1B.		04	04	22	35	35	0	04	16	44	36
2.	Conceptual language	0	27	18	45	10	0	12	23	42	23
3.	Verbal contacts	0	33	24	29	14	0	03	30	42	19
4.	Sex differentiation	0	17	05	30	48	0	07	12	19	62
5.	Decision making	0	26	33	22	19	0	12	30	33	25
6.	Coping	14	17	21	34	14	0	12	32	52	04
7.	Dependence on adults	04	19	23	42	12	0	08	20	56	16

TABLE C-8

LAGUNA SALADA UNION SCHOOL DISTRICT
Teacher's Evaluation of the Child

		3rd Week					Final Week				
		A	B	C	D	E	A	B	C	D	E
1.	Continuing in activities	30	0	20	15	35	05	-	24	38	33
2.	Sustained interest	20	20	20	40		-	-	22	17	61
3.	Performing tasks	26	37	0	37		14	05	38	43	-
4.	Communication wants	32	24	20	24		04	33	33	29	-
5.	Borrowing	21	32	15	32		19	19	19	24	19
6.	Sharing	17	17	44	22		-	03	53	42	-
7.	Playing with others	05	42	32	21		09	18	23	50	-
8.	Initiating involvement	32	18	27	09	14	10	05	50	05	30
9.	Taking turns	26	16	05	53		-	05	11	21	63
10.	Disrupting others	50	06	33	11		-	16	16	68	-
11.	Dominance by others	18	47	12	33		37	16	37	10	-
12.	Reaction to frustration	18	47	12	33		11	16	11	62	-
13.	Dependence on adults	12	32	28	28		05	05	38	52	-
14.	Accepting limits	05	25	30	40		-	13	19	68	-
15.	Effecting transitions	21	11	21	47		05	10	30	55	-
16.	Changing routine	10	10	25	55		04	-	16	80	-
17.	Response to unfamiliar adults	32	10	42	16		20	20	35	25	-
18.	Unfamiliar situation	11	17	39	33		10	15	25	50	
19.	Seeks help	30	10	30	30		05	05	70	20	
1A.	Motor activity	05	15	35	30	15	05	05	40	30	20
1B.		0	0	65	30	05	-	-	53	42	05
2.	Conceptual language	25	15	35	15	10	10	30	25	30	05
3.	Verbal contacts	22	22	17	28	11	10	20	45	15	10
4.	Sex differentiation	05	10	30	20	35	-	-	15	35	50
5.	Decision making	0	26	32	21	21	-	-	30	50	20
6.	Coping	05	15	40	40	0	05	10	15	50	20
7.	Dependence on adults	11	16	39	32	02	05	05	25	35	30

TABLE C-9

MEAN NUMBER OF MORPHEMES PER UTTERANCE

PROGRAM	NO. ITEMS	MEAN	Sd.
1	19	4.46	2.01
2	16	4.32	2.32
3	14	6.91	2.40

VARIATION	df	SUM OF SQUARES	MEAN SQUARES	F
Between	2	63.7	31.8	6.45
Within	46	229.2	4.98	
Total	48	292.8	6.1	

TABLE C-10

SOCIAL MOTIVE

PROGRAM	NO. ITEMS	MEAN	Sd.
1	19	3.42	1.5
2	15	1.73	1.27
3	14	3.36	1.27

VARIATION	df	SUM OF SQUARES	MEAN SQUARES	F
Between	2	28.5	14.2	7.6
Within	45	84.8	1.88	
Total	47	113.3	2.40	

TABLE C-11

ROUTINE COMPLIANCE

PROGRAM	NO. ITEMS	MEAN	Sd.
1	19	1.05	1.23
2	15	3.00	1.85
3	14	2.57	1.55

VARIATION	df	SUM OF SQUARES	MEAN SQUARE	F
Between	2	36.1	18.1	7.9
Within	45	102.4	2.28	
Total	47	138.5	2.95	

TABLE C-12

EXPANSIVE MOTILITY

PROGRAM	NO. ITEMS	MEAN	Sd.
1	19	4.37	2.08
2	15	1.87	1.88
3	14	2.07	1.77

VARIATION	df	SUM OF SQUARES	MEAN SQUARE	F
Between	2	66.6	33.3	8.8
Within	45	169.1	3.76	
Total	47	235.7	5.01	

TABLE C-13

SEEK SUPPORT - TOTAL

PROGRAM	NO. ITEMS	MEAN	Sd
1	19	2.58	1.80
2	15	1.53	1.13
3	14	1.21	0.97

VARIATION	df	SUM OF SQUARES	MEAN SQUARE	F
Between	2	17.26	8.63	4.35
Within	45	88.72	1.97	
Total	47	105.98	2.25	

TABLE C-14

ACTIVE INTERCHANGE

PROGRAM	NO. ITEMS	MEAN	Sd
1	19	1.95	1.27
2	15	0.87	1.19
3	14	1.71	1.14

VARIATION	df	SUM OF SQUARES	MEAN SQUARES	F
Between	2	10.38	5.19	3.56
Within	45	65.54	1.46	
Total	47	75.92	1.62	

TABLE C-15

CONFIDENT VERBALIZATIONS TO TEACHER

PROGRAM	NO. ITEMS	MEAN	Sd
1	19	1.95	1.58
2	15	0.60	1.24
3	14	1.14	1.10

VARIATION	df	SUM OF SQUARES	MEAN SQUARE	F
Between	2	15.66	7.83	4.35
Within	45	82.26	1.83	
Total	47	97.92	2.08	